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THE WESTERN JOURNAL of EDUCATION

JANUARY, 1924

PAUL E. STEWART

Supt. Stewart was elected President of the C. T. A. Southern Section at its December, 1923, meeting. He deserves the honor. His interesting educational career began in Tennessee. He was born in the mountains, attended high school, Peabody College for Teachers, and Nashville University. From 1903 to 1918 he was first principal of Lincoln Grammar School, then the Wilson, and finally John Muir Junior High School, all of Pasadena. He attended Stanford University, 1910 to 1912, and was granted the degree of A. B. In 1918 he was elected principal of Santa Barbara High School, and on February 1, 1919, City Superintendent of Schools. During his administration the schools have been noted for the progressive policy of the Superintendent, Board of Education and teachers, modern school buildings, modern course of study, satisfactory salary schedules, etc. He has been an active member of the C. T. A. for fifteen years, and will give a great program for 1924.

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HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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A NEW YEAR MESSAGE—1924
By Will C. Wood

The school people of California should enter upon the new year happy in the consciousness of the high worth of service already rendered and anxious to surpass during 1924 the achievement of the schools during previous years.

We should begin the work of the new year with renewed confidence in American democracy and in the public school as the foundation thereof. It is significant that America, which is today one of the most stable countries in the world, has maintained the most democratic school system in the world. The stability of American government may be attributed directly to the education afforded by the American schools.

At the outset of 1924 we should take thought again that the real wealth of America is in the human beings that compose her population and that the improvement of human beings through education is the best way to add to the wealth of the nation. Other countries like Russia and Mexico have natural resources comparable to ours. Lack of efficient education has caused these countries to lag in the development of their natural resources. We should therefore regard education not in the light of an expense but rather in the light of an investment. We should realize that the public schools have improved the civic ideals of the American people, raised the standard of living, made possible the leadership of America in industry and commerce and contributed most to make our country a leader in civilization. We should therefore be proud to serve as teachers of American youth.

Recognition that we have not succeeded in training successfully all the young people sent to us should not daunt our spirit. Undoubtedly many have left the doors of our schools unqualified for the work of life. We who have dealt with them know that in most instances such young people lacked from birth the foundations of intelligence on which we could build successfully. People do not regard the Almighty who created them a failure because they were not fully endowed with intelligence and other qualities that make for success. Neither should they hold us accountable for failure to overcome the handicaps of nature. The schools have always failed to make all pupils intelligent and successful. So long as children are born into the world with inadequate mental endowments the schools cannot be expected to attain one hundred per cent success. However, we should during 1924 do our best for all children whether handicapped or not. We should not offer their native shortcomings as an excuse for neglecting them and their training. Let us teach all pupils according to their capacities and count it failure if we do anything less than this.

During 1924 we should not be disheartened by criticism. The schools are human institutions and therefore imperfect. Being imperfect, we must expect criticism of the schools. So long as the criticism is honest and based upon knowledge, we should profit from it. Wherever criticism is dishonest or based upon ignorance we should strive to uncover the falsity. During 1924 we should seek opportunities to prove that the standards of American education today are higher than they have ever been before.

The year 1924 is a time for meeting frankly and bravely the challenges and tests of the critics of public education. Let us join hearts and hands to make 1924 the greatest year in the history of the California schools.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JANUARY 7-12, 1924.

The State Board of Education met in regular quarterly session in Sacramento, California, January 7, 1924. All the members were present, as follows: Mrs. Carrie P. Bryant, Mrs. Elizabeth B. Phillips, E. P. Clarke, C. E. Jarvis, S. D. Merk, F. J. O'Brien and C. A. Storke. The meeting was called to order by Will C. Wood, the executive secretary, in accordance with law, following the appointment of two new members, Mr. Florence J. O'Brien and Mr. S. D. Merk, appointed to succeed Mrs. Agnes Ray and Mr. Stanley B. Wilson, respectively. Mr. E. P. Clarke was re-elected president of the board by unanimous vote. Mrs. Elizabeth B. Phillips was elected vice-president by the unanimous vote of the board.

President Clarke announced the following board committees:

Legislation—Mr. O'Brien, Mrs. Phillips, Mr. Clarke, Mr. Storke.

Textbooks—Mrs. Phillips, Mr. Merk, Mr. Jarvis.

Finance—Mr. Jarvis, Mr. O'Brien, Mr. Clarke.

Vocational—Mr. Merk, Mr. O'Brien, Mrs. Bryant.

Credentials and Accreditation—Mrs. Bryant, Mr. Merk, Mr. Jarvis.

Teachers Colleges—Mr. Storke, Mrs. Bryant, Mr. O'Brien, Mrs. Phillips.

Los Angeles Office—Mrs. Bryant, Mr. Clarke.

Physical Education—Mr. Merk, Mrs. Bryant, Mrs. Phillips.

Retirement Salary—Applications for retirement, Mr. Storke, Mr. Merk, Mrs. Phillips. Investments, Mr. Jarvis, Mr. O'Brien, Mr. Clarke.

The date of the annual conference with the State Teachers College presidents required by law was set for Friday, April 4, 1924, to be held in Sacramento.

Superintendent Wood reported as follows:

Textbook Investigation

"In accordance with the directions of the State Board of Education, I addressed an inquiry to every city and county superintendent in the state concerning textbooks in civics, hygiene and elementary geography. I inquired which books in civics, hygiene and elementary geography are now being used; also, the amount expended by the city or county for texts or supplemental material formerly furnished by the state in the subjects of civics, hygiene and elementary geography. I also asked what additional amount would be required to furnish each pupil with the necessary texts or supplementary material to take the place of texts in civics, hygiene and elementary geography formerly furnished by the state.

"The counties and cities which filled out the questionnaire reported that they had expended during the last two years for texts and supplementary material needed to take the place of texts formerly furnished by the state, a total of $138,343.01. They also reported that the sum of $156,792.60 would be needed to furnish each pupil with the required material in civics, hygiene and elementary geography for the fourth, fifth, and sixth grades.

Recommendation

"In view of the fact that the textbook clerk has reported approximately $75,000 available for expenditures for texts in civics, hygiene and elementary geography, I wish to recommend that the board proceed immediately to call for bids for textbooks in these subjects; that adoptions be made on or before March 15, if possible, so that publication of the books may be

completed in time for distribution at the beginning of the next school year.

"In my judgment, approximately $200,000 will be required for the publication of the books so that there will be a deficiency of $125,000. No doubt the Governor, the Board of Control and the Controller will authorize the creation of such a deficit upon a showing made by this board, and the Legislature of 1925 will undoubtedly pass a deficiency appropriation bill to take care of the situation which the reports of the superintendents indicate is a very serious one."

In regard to the printing of the Directory of Secondary Schools, a letter was read from Mr. H. R. Braden of the State Board of Control questioning the advisability of printing the directory owing to a shortage of board funds for printing purposes. It was moved and carried unanimously that the board reply to the communication from Mr. Braden that, while appreciating the desirability of publishing a book of this kind and taking into consideration that the funds from which the book can be published are nearly exhausted, that they do not consider it necessary to press the matter.

Upon receipt of a copy of a commitment of Lawrence W. Anderson to the State Prison at San Quentin, the board voted to revoke his teaching credential.

The application for the establishment of a junior college at Pasadena, California, was approved.

Mr. Clarke reported for the Committee on Educational Relations, which held a meeting recently at the University of California, as follows:

"That the standing of the young people transferred from the junior colleges to the university was considered good.

"That the recognition of the degrees from the teachers colleges by the state university was discussed at some length and that the disposition of the university authorities seemed to be to treat the teachers colleges fairly."

Mr. Nicholas Ricciardi, president of the California Polytechnic School at San Luis Obispo, was elected commissioner of vocational education, effective February 1, 1924.

The College of the Pacific, San Jose, and the University of Redlands at Redlands, California, were accredited for high school certification.

The following resolutions were adopted:

"Resolved, That the half year of postgraduate work required of teachers of experience who apply for the general secondary credential is hereby defined as twelve semester hours of upper division work if completed within one semester; otherwise fifteen semester hours of upper division work, not more than three of which may be postponed and required for renewal."

"Resolved, That verification of at least two years of successful teaching experience may be accepted of an applicant for the elementary credential in lieu of three semester hours, provided that he has had at least five units of work in a standard teacher-training institution within the five years immediately preceding the date of application."

"Resolved, That the elementary credential may be granted to the applicant who holds a bachelor's degree obtained from a standard college or university and based upon eight years of schooling in advance of the eighth grade of the elementary school including six semester hours of work completed in a California teacher-training institution and who has completed eighteen semester hours of work in education. Professional work in education must include principles of elementary education, practice teaching, public education in California including the California school system and school law, or the equivalent."

"Resolved, That all institutions accredited by the State Board of Education to recommend applicants for the kindergarten-primary certificate be stricken from the accredited list except those which give a two and one-half year course including preparation for teaching in the first three grades."

"Resolved, That on and after January 15, 1924, kindergarten-primary credentials shall be of two classes: class one authorizing the holder to teach in the kindergarten and the first grade; class two authorizing the holder to teach in the kindergarten and first, second and third grades of the elementary schools. Applicants for the credential of class one must be graduates of a kindergarten training course who have had at least two years and six semester hours of schooling including practice teaching in the first grade, except for those who have had successful teaching experience in the first grade. Applicants for the credential of class two must be graduates of a kindergarten training course who have had at least two and one-half years of schooling including practice teaching in the first, second or third grade, and courses in primary methods and in principles of elementary education."

"Resolved, That no private kindergarten training institution be included on the list of institutions accredited to recommend to county boards applicants for the kindergarten-primary credential with the extension to the first, second and third grades."

The date of the high school principals convention was set for April 14, 1924; the place of meeting was left in the hands of President Clarke and Commissioner Olney to decide.

The following resolution was adopted:

"Resolved, That the president and secretary with the chairman of the textbook committee be authorized to accept the offer of the World Book Company for the lease of plates for the physiology primer for a four-year period for 15 per cent royalty on the list price, which is 88 cents or 13-2/10 cents royalty per volume, with an optional renewal clause for an additional period of four years."

The board voted to advertise for bids for geography material for the lower grades.

Mrs. Stanley was authorized to spend some time at the San Francisco State Teachers College summer session and direct a class in school methods.

The board approved the general plan offered by Dr. Stolz, to cooperate with other agencies engaged in health supervision.

Retirement Salary Business

The Teachers Retirement Board voted to install a system of accounting, known as the Visible Filing System, at an estimated expense of $1800.00.

Refunds of erroneous salary deductions were granted, amounting to $2000.00 was authorized.

The secretary was instructed to work out a system of numbering the teachers of the state.

Retirement salaries were granted as follows: Five hundred dollars per annum—Cordelia Burnham, San Francisco; Mrs. Fannie E. Deaton, Monterey; Emily M. Dodge, Stockton; Idella C. Emmons, San Francisco; Estelle Farrington, Oakland; Eva F. Griffin, San Mateo; Anna Harney, San Francisco; John A. Imrie, Berkeley; Ida E. Mills, San Francisco; Frances R. Schallenberger, San Jose; Rachel Unger, San Francisco; Mrs. Kate L. Donnelley, San Francisco.

Under Section 14 of the Law—Josephine Bootes, Riverside; William F. Bray, Placerville; Mrs. Flora E. Carpenter, Cloverdale; Mrs. Susan V. DeForest, San Francisco; Hilda Fleming, San Francisco; Helen D. Geis, Montrose; Mrs. Olive B. Hunt, Associated; Mrs. Lizzie McCulloh, Michigan Bar; Mrs. Nellie E. Roberts, Los Angeles; Ella Eugenia Stineen, San Francisco; Mrs. Katherine G. Street, San Francisco; Mrs. Mary E. Stevens, Bishop; L. Althea McGarraugh, Carmel; Harriet A. Wattenburger, Bachelor, Lake County.

The Teachers Retirement Salary Board invested $25,000 in bonds, as follows:

$15,000 Beverley Hills School.
5,000 Redondo Union High School.
5,000 Santa Barbara High School.

Many requests for information concerning the finances of the Retirement Salary Fund have reached the office during the last two or three years. It has been some years since the State Board of Education issued a report in detail concerning the Retirement Salary Fund. The board therefore has under consideration the printing of a pamphlet containing a list of retired teachers, annual trial balances of the fund, the list of bonds, a digest of the laws and the rules of the board. Upon publication this pamphlet will be supplied to school officials, to each retired teacher and to all others who make application for a copy of the bulletin.

Responding to a request from county and city superintendents of California, Will C. Wood, Superintendent of Public Instruction, has appointed a committee of nine members to investigate courses of study in the elementary schools of the state with a view to determine just what is needed in order that the highest efficiency may be obtained according to the best educational standards. This committee will consider criticisms of the present courses of study and will weigh critically the subjects and materials which now compose the elementary school course. Undoubtedly the committee will recommend the elimination of many subjects added during the last twenty years by the legislature of California and will recommend legislation, enabling school authorities to reorganize the course of study on a more satisfactory basis.

Superintendent Arthur Walter of Salinas will act as chairman of the committee. Other school officials who have been asked to serve on the committee are H. B. Wilson of Berkeley, Commissioner Grace C.

Stanley, Sacramento; President Clarence L. Phelps, Santa Barbara; Assistant Superintendent Robt. H. Lane, Los Angeles; Superintendent Ira C. Landis, Riverside; Superintendent Mamie B. Lang, Tehama County; Virgil E. Dickson, director of research, Oakland public schools, and F. W. Thomas, vice-president of the Fresno State Teachers College.

Wood stated that the committee would undoubtedly make use of standard tests given in the schools of the state to determine the efficiency of the present course of study. Business men and higher educational institutions will be consulted concerning the shortcomings of the graduates of the schools.

THE CHALLENGE OF THE NEW YEAR

By George I. Linn

We have all had a vacation. We have enjoyed the feasting, the home-coming of friends and the general leisure that the occasion has afforded. And now we return to our several tasks. Some have taken up new lines, but most of us will pursue advancement along the same lines that have been our main interest.

In these spacious halls we have come to seek knowledge and to learn the vital truths of life.

We are also launching out on a new year. Our ship, our supplies, our sailors, and our passengers are all on board and we have already set sail. While the orchestra strikes up familiar tunes, we each find our respective state rooms. Later we gather in groups to sort and to consume the supplies indicated by the mate in charge. Each mate has something different to offer and we therefore visit several so as to receive a balanced portion. Occasionally we go to a room where absolute silence is maintained, not even the mate in charge speaks above a whisper, and there we refine our assortment and digest it more thoroughly. And, too, we daily skip on the deck to keep in trim. And, as the ship sails out to sea, we the more wiser come to be, and when we reach the distant port our preparation will have been completed.

We have much to look forward to in this new year. Opportunities will be spread before us every day, every hour and every moment. Every time we open a book, chance a look, or hear the voice of another, there comes to us some kind of an opportunity. Grasp it, adjoin it, make it part of your being.

What the future holds in store for us we know not. Where we will be tomorrow we cannot accurately ascertain. But the sea, though rough, is charted, the ship is big and strong, the supplies are bountiful, the sailors trained and sturdy, and the passengers are eagerly doing their part.

On this particular voyage we find that, although the deck is kept clear, it is rough in places and elsewhere it needs beautification. Some one has been careless and it seems sometimes as though all the out-of-doors has been brought into the state rooms. On the walls ugly marks remain from careless fingers, and on the deck, flying papers blow to and fro which once were in hands that could have placed them securely between iron bands.

When well at sea, the captain calls all hands and all passengers together and here a budgeting of the tasks is made. This budget provides for leveling and beautifying the deck; keeping the walls spotless; maintaining standards of social relationship above reproach; finding and helping to develop the best in everyone; cultivating personal ideas of clean thought and clean speech and habits of fair play and self-respect; and promoting the best interests of all. The call of the hour is for men who are ready to do right and who will fight for the right if need be, men who daily practice the human version of the holy writ, red-blooded men whose every interest and every act has with it a promise of kindly future return; and for women who are proud, women who select only the best of companions, women who will transmit only the best of this day to the next age.

This is our budget and our charge while on our voyage. Who is there among us that cannot live up to it? And when we pull into port, may we not all leave with the satisfaction that we have made the best use of the many opportunities that have come our way?

The challenge? Ah, yes, the challenge of the new year. It is my challenge and it is your challenge. It is a challenge that we be manly men and queenly women.

It is but natural that as the general use of the English language is extended over the face of the globe, the use of textbooks published in the United States should also be extended, because it is a well-known fact that textbooks published in this country are in advance of those found in any other country. The **Beacon Method Readers**, used quite generally in the schools of the Pacific Coast, have recently been adopted by the whole of New Zealand, being officially prescribed by the New Zealand Education Department.

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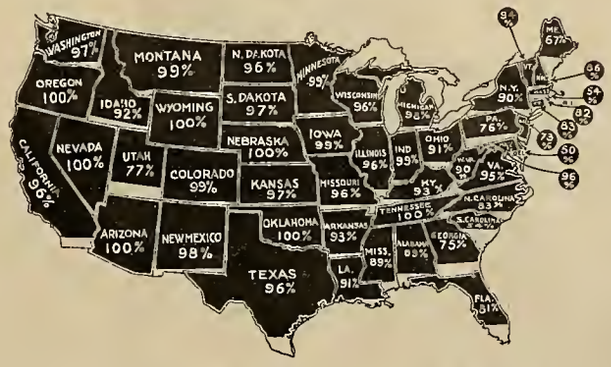

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Source Material and Suggestions for the Celebration of Lincoln's Birthday, February 12, and Washington's Birthday, February 22.

By Ruth Thompson

WASHINGTON AND LINCOLN

By William McKinley

The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and the formation of the Federal Union; the other with universal freedom and the preservation of the Union.

Washington enforced the Declaration of Independence as against England. Lincoln proclaimed the fulfillment not only to a down-trodden race in America, but to all people for all time who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century than any other men ever accomplished in all the years since the first flight of time began.

Washington drew his sword not for a change of rulers upon an established throne, but to establish a new government which should acknowledge no throne but the tribute of the people.

Lincoln accepted war to save the Union, the safeguard of our liberties, and re-establish it on indestructible foundations as forever "one and indivisible." To quote his own words: "Now we are contending that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

ABRAHAM LINCOLN

A little log cabin on Nolin Creek, Hardin County, Kentucky, was the birth place of Abraham Lincoln, February 12, 1809. This cabin, surrounded by dark forests, was the home of the little boy for the first four years of his life. The log cabin was of the crudest kind and had a dirt floor. The Lincolns were pioneer settlers and their lives were very much like the Indians, for it was necessary to hunt and kill for food and clothes.

When Abraham was seven years old his father went into Illinois on a trip. He carried tools and weapons of defense with him and plenty of food. He traveled on a flat boat down Salt Creek to the Ohio River. He located a home for his little family in Indiana. When he returned and told the family they all helped gather their things together and pack. Abraham's sister and his mother took turns riding on the horses as they wound their way through the forests to Indiana.

Abraham was old enough to be of some help to his father in building the new cabin. He learned how to be of use both in the house and outdoors. It was well for his mother that he was useful, for she was not strong and well. Two years later she died and the little family was left to manage as best it could. Abraham helped his father make his mother's coffin. It was at this time that he wrote his first letter. It was to a preacher asking him to stop and say a prayer over his mother's grave when he passed that way.

A year later Mr. Lincoln married again. The step-mother was kindly and pleasant and to her as well as to his mother, Lincoln always acknowledged a deep debt of gratitude for loyalty, kindness and encouragement.

The early life of Lincoln was spent amidst hardship and toil. He hunted, ploughed, chopped down trees, split fence rails and assisted his father in every way he could.

The nearest school was five miles distant. Altogether Abraham attended about one year at different intervals. The teacher was competent in teaching, reading, writing and arithmetic. Beyond those subjects there were no lessons. This was not discouraging to Lincoln. He discovered early the practical uses of knowledge. He determined to acquire all he could. A schoolmate writes of him at this time:

"He was always at the head of his class and passed us rapidly in his studies. He lost no time at home and when he was not at work, was at his books. He kept up his studies on Sunday and carried his books with him to work, so that he might read when rested from labor."

He was not disturbed at home when he read and his stepmother told a friend that he was always allowed to read until he closed the book of his own desire.

The books the Lincoln family owned were the Bible, Aesop's Fables, Robinson Crusoe, Pilgrim's Progress. He read these books again and again. They became a part of him. Daylight sometimes served as the first reading hour in his bed in the loft of the cabin; day time found him with his book in the field, snatching a little time while his horse rested in the furrows; evening found him by the fireplace reading until the last sparks took the light with them. It was his custom to read all he could: to think over what he had read and then to try, after he went to bed, to review aloud what he had read so as to improve his expression and vocabulary. When he could get a newspaper he often memorized the political speeches quoted in them. The story is told of Lincoln's borrowing a book from Mr. Crawford, who lived several miles away. It was Weems' "Life of Washington". It is said this book laid the foundation of his political education. However, one evening he thrust the book in between the log wall at his bedside. It rained during the night and the book was thoroughly soaked. Lincoln walked to Mr. Crawford's farm and told him of the disaster. The owner of the book said that the boy could pay for it by working for him three days. He did. He then owned the water-soaked book. He dried it and treasured it afterwards for many years. In a speech before the Senate Chamber at Trenton in 1861 he refers to this period of early reading: "I remember all the accounts there given of the battlefields and struggles for the liberties of the country; and none fixed themselves upon my imagination so deeply as the struggle here at Trenton, New Jersey. The crossing of the river, the contest with the Hessians, the great hardships endured at that time,—all fixed themselves on my memory more than any single Revolutionary event; and you all know, for you have all been boys, how those early impressions last longer than any others."

In 1830, when young Lincoln was twenty-one years of age, the family moved once more. This time the new home was on the Sangamon River, ten miles from Decatur, Illinois. Lincoln had fairly earned his way as a member of the household, but now that he had come of age he wished to go out into the world for himself. First he helped his family move to the new home. The Lincolns packed all they had in wagons, harnessed oxen to them and for two weeks across mountains, swamps and through dense forests they traveled into the wilderness. Then again they built a new home. Young Lincoln helped to build the house and he split enough rails to fence the house and ten acres of ground.

The first winter away from home was spent by Lincoln helping the farmers who lived in the clearings. The snow was very deep that winter. It was during this winter that he met Offutt, who asked him to go down the Sangamon River to the Illinois and from there to the Mississippi River to New Orleans in a flat bottom boat laden with produce for the market. Lincoln and his two companions on the trip, John Hanks, his uncle, and John D. Johnson, his stepbrother, helped to build the boat. With the melting of the snow in the spring time it was launched and the trip was begun. Once the boat stuck and remained for a day. Then Lincoln went to the town of New Salem, Illinois, and met some of the people. He later made his home there for a short time.

In New Orleans Lincoln gained his first terrible impressions of slavery. He visited a slave market one day and saw wives being sold into families where their husbands could not be. He saw little children separated from their mothers. He saw old slaves beaten and mistreated. He could not bear the sight. He turned to his companions: "Come away, boys," he said. "If I ever get the chance to hit that thing, I'll hit it hard!"

He did get the chance and he hit it so hard a blow that it fell, never to rise again.

After traveling to New Orleans and visiting his family, who had moved by this time to Goose-Nest Prairie, Illinois, he returned to New Salem, where his boat had been stranded on his trip, to make his home. Here he was occupied with a number of affairs. He served in the Black Hawk War as private and captain; he served as postmaster and carried the mail in his hat; he clerked in a store for Mr. Offutt.

While acting as clerk in the store Lincoln gained the title of "Honest Abe." Once he overcharged a woman on a small bill, six and a quarter cents. When he discovered his mistake on making out his accounts at the close of the day, he reserved the cents and at closing time walked several miles to the woman's home to pay her the money due. Another time he found he

* Extra copies of this magazine will be mailed to teachers at a cost of fifteen cents per copy.

had not given a woman enough tea, a four-ounce weight being on the scales. He took the surplus amount of tea to the woman. These small incidents illustrate Lincoln's conscientiousness and honesty.

Lincoln was greatly liked in New Salem. He was good at hunting, fishing, racing, wrestling and all games. He was 6 feet 4 inches in height and though striking in appearance he was very homely. He was long, lanky and dark. But his deepset eyes beamed with kindness and his strong features were stamped with the integrity, honesty and kindness which he showed in all his dealings. The story of his appearance is told of a little girl and her father who paid Lincoln a visit at the White House when he was President of the United States. Lincoln, who always loved children, took her on his knee and charmed her with his stories and fun. Suddenly she exclaimed to her father, "Oh, Father, he isn't ugly at all. I think he is just beautiful!"

Lincoln's influence among the people of New Salem grew. It was founded upon respect for his uprightness. He was so intelligent, sympathetic, witty and unselfish that when he entered upon a political career these qualities were remembered by his friends.

In 1834 for three consecutive terms Lincoln was elected to the Legislature. It was during his political canvass that Lincoln met John T. Stuart of Springfield, Illinois. He was a lawyer and was very much impressed with Lincoln. "Honest Abe" now decided to study law. Stuart offered to loan him books. It was no unusual sight to see Lincoln swinging along the twenty-mile road from New Salem to Springfield to borrow or return a book. He later moved to Springfield and in 1837 he was admitted to the bar.

Lincoln's name became famous during the Lincoln-Douglas debates. In the ten years preceding these debates Lincoln made a reputation as a lawyer and an orator. The Kansas-Nebraska Bill which was passed, having been prepared by Stephen A. Douglas, threatened the spread of slavery. This roused the people of the North who were vigorously opposed to it. Lincoln was especially bitter on the slavery question. He became the leader of the opposition in the then Western States.

The most exciting and remarkable political canvass the country had ever experienced took place in 1858 during the Lincoln-Douglas debates. Both Lincoln and Douglas were running for the United States senatorship. The question of slavery was the question of the moment. Lincoln made his famous speech at the Republican convention at this time: "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

Lincoln proved himself superior to his opponent in the seven debates which followed, but he was not elected Senator. During the debates Lincoln often rode from one town to another in a caboose or freight train, and this was frequently side-tracked, while the special train on which Douglas rode in state went flying by. One day while stranded thus Lincoln remarked amusedly: "The gentleman on that car evidently smelt no royalty on our carriage."

In 1849 Abraham Lincoln was offered the governorship of Oregon Territory by President Taylor. Mrs. Lincoln objected to going so far west, so the offer was refused. It would probably have changed the history of the United States considerably had he accepted.

In the Lincoln-Douglas debates admissions had been forced from Douglas regarding slavery which killed his chances of being President of the United States. In 1860 the Republican National Convention named Abraham Lincoln for President and he was elected.

James Russell Lowell says of Lincoln as President: "Never did a President enter upon office with less means at his command, outside his own strength of heart and steadiness of understanding, for inspiring confidence in the people and so winning it for himself, than Mr. Lincoln. . . . At first he was so slow that he tired out all those who see no evidence of progress but in blowing up the engine; then he was so fast that he took the breath away from those who think there is no getting on safely while there is a spark of fire under the boilers. . . . . Homely, dispassionate, showing all the rough-edged process of his thought as it goes along, yet arriving at his conclusions with an honest kind of everyday logic, he is so eminently our representative man that, when he speaks, it seems as if the people were listening to their own thinking aloud. The dignity of his thought owes nothing to any ceremonial garb of words, but to the manly movement that comes of settled purpose and an energy that knows not what rhetoric means."

Lincoln was pledged as President, not to abolish slavery, but to prevent its spread and to preserve the Union. However, as soon as Lincoln's election was assured, the States began seceding from the Union and by the time of his inauguration, March 4, 1861, seven states had seceded and formed the Confederate government. The government offered to purchase the slaves of those states that remained loyal to the Union. Lincoln declared that the government would not attack the seceding states, but that it would "defend, protect and preserve if attacked." The government was indeed driven to this, for the Confederates began their bombardment at Fort Sumter in April, 1861, and the Civil War began.

Through this struggle of brother fighting brother, of families arrayed against themselves, of the breaking of the heart of the Union, Lincoln struggled to preserve the Union, as he had pledged himself to do. He believed that without union there could be liberty for neither race. On January 1, 1863, he issued the Emancipation Proclamation. The slaves were freed. He had "hit it hard", as he had prophesied he would when a young man.

Lincoln was elected president for a second term in 1864. In his second inaugural address his closing lines are famous: "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphans — to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

The end of Abraham Lincoln's life came just six weeks after his inaugural address. It is said that if he had not been murdered it is doubtful if he could have lived through his second term, so great was the strain of his responsibility upon him. John Wilkes Booth, an actor, shot the President on the evening of April 14, 1865, when he was attending Ford's Theatre in Washington with his wife. He had had a hard and strenuous time, but one of his methods of refreshing himself was to drop the affairs of state and have an absolute change. This evening just before the third act there was heard in the theater the muffled sound of a pistol shot. A man dropped from the President's box down to the stage. He recited a few words and left. Leaning far from the box above came the voice of the President's wife, "He has killed the President!" In a moment the house was in an uproar. Many people were trampled upon in their efforts to escape and catch the fiend. The body of the dying Lincoln was tenderly carried out. He died early the next morning without recovering consciousness. His was a painless death. In that moment he was freed from the sorrows of the earth which he had sought to alleviate, to the priceless peace of eternity. The grief of the people of the nation was overwhelming, "their common manhood had lost a kinsman."

Lincoln's Gettysburg Address

In July, 1863, the battle of Gettysburg was fought. The following November the field was dedicated a National cemetery. Lincoln made the following brief address to a tired audience. Those who heard it did not realize its greatness until it appeared in print. A great American speaker, Edward Everett, gave the principal address in two hours of oratory. He later wrote to Lincoln: "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes." The speech is faultless in literary style and lofty in sentiment:

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing

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whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this; but in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us; that, from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

I AM not bound to win but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have. I must stand by anybody that stands right. Stand with him while he is right and part with him when he goes wrong.

A. LINCOLN.

WORDS OF ABRAHAM LINCOLN

Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

Learn the laws and obey them.

He sticks through thick and thin—I admire such a man.

Success does not so much depend on external help as on self-reliance.

It is better only sometimes to be right than at all times wrong.

Gold is good in its place; but living, brave and patriotic men are better than gold.

My experience and observation has been that those who promise the most do the least.

This country with all its institutions belongs to the people who inhabit it.

I remember my mother's prayers, and they have always followed me. They have clung to me all my life.

Those who deny freedom to others deserve it not for themselves; and under a just God cannot long retain it.

God must have loved the plain people. He made so many of them.

LINCOLN

LINCOLN! When men would name a man
Just, unperturbed, magnanimous,
Tried in the lowest seat of all,
Tried in the chief seat of the house—

Lincoln! When men would name a man
Who wrought the great work of his age,
Who fought and fought the noblest fight,
And marshalled it from stage to stage,

Victorious, out of dust and dark,
And into dawn and on till day,
Most humble when the paens rang,
Least rigid when the enemy lay

Prostrated for his feet to tread—
This name of Lincoln will they name,
A name revered, a name of scorn,
Of scorn to sundry, not to fame.

Lincoln, the man who freed the slave;
Lincoln whom never self enticed;
Slain Lincoln, worthy found to die
A soldier of his captain Christ.

—MacMillan's Magazine, England.

LINCOLN, THE MAN OF THE PEOPLE

When Norn Mother saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road—
Clay warm yet with the genial heart of Earth,
Dashed through it all a strain of prophecy;
Tempered the heat with thrill of human tears;
Then mixed a laughter with the serious stuff.
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face.
Here was a man to hold against the world,
A man to match the mountains and the sea.

The color of the ground was in him, the red earth;
The smack and smell of elemental things—
The rectitude and patience of the rocks;
The good-will of the rain that falls for all;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The friendly welcome of the wayside well;
The mercy of the snow that hides all scars;
The undelaying justice of the light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to the Matterhorn
That shoulders out the sky.

Born of the ground,
The Great West nursed him on her rugged knees.
Her rigors keyed the sinews of his will;
The strength of virgin forests braced his mind;
The bush of spacious prairies stilled his soul.
The tools were his first teachers, kindly stern.
The plow, the flail, the maul, the echoing ax
Taught him their homely wisdom, and their peace.
A rage for knowledge drove his restless mind:
He fed his spirit with the bread of books,
He slaked his thirst at all the wells of thought.
Hunger and hardship, penury and pain
Waylaid his youth and wrestled for his life.
They came to master, but he made them serve.

From prairie cabin up to Capitol,
One fire was on his spirit, one resolve—
To strike the stroke that rounds the perfect star.
The grip that swung the ax on Sangamon
Was on the pen that spelled Emancipation.
He built the rail-pile as he built the State,
Pouring his splendid strength through every blow,
The conscience of him testing every stroke,
To make his deed the measure of a man.

So came the Captain with the thinking heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spiked again
The rafters of the Home. He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar green with boughs
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

—By Edwin Markham.

LINCOLN

Heroic soul, in homely garb half hid,
Sincere, sagacious, melancholy, quaint;
What he endured, no less than what he did,
Has reared his monument, and crowned him saint.

—J. T. Trowbridge.

HAIL LINCOLN'S BIRTHDAY

The birthday of Lincoln! We hail it once more,
And come to do homage to him as of yore;
The voice of the nation with us shall unite
In eloquent praises his deeds to recite.

O slavery! Abraham Lincoln, the brave,
Reached out in his pity our country to save,
He struck the fell blow that was death unto thee,—
That blow, praise the Lord, made America free!

Ah, could we forget what our Lincoln has done?
America claims him with rev'rence her son;
The sun shall turn cold, and its light fade away
Ere the world shall forget him we honor today.

San Francisco, Calif.,
January 8, 1924.

Early in the morning of Saturday, December 22, 1923, our offices and stock rooms at 609 Mission Street, San Francisco, were totally destroyed by fire.

It was rather a left-handed Christmas present but we refuse to be down hearted. We saved all our ledgers and most of our correspondence and records.

We wish to take this opportunity to thank the California School Book Depository for their courtesy and generosity in allowing us to share temporarily their splendid quarters at 149 New Montgomery Street. Nearly every publisher in San Francisco very generously offered us every courtesy and assistance and invited us to make their offices our temporary headquarters. We wish we could have accepted them all but it was bad enough to have our wits scattered without scattering our employes. We thank you all just the same. Don't tell us the Christmas Spirit is dead. We know better.

Every order received since the fire has been given prompt telegraphic attention and filled immediately from one of our western depositories or one of our eastern branches.

We have secured permanent quarters at **350 MISSION STREET**, commodious, conveniently located, beautiful. In two or three weeks we shall be able to give prompt and careful attention to all orders, the sort of service you have learned to expect from us. We had some stock in the warehouse and our new stock, wired for immediately after the fire, is beginning to come in already.

We shall have ample stock for the opening of school and college so don't hesitate to send in your order.

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By T. C. Morehouse.

How modest, forgiving, and gentle he was.
How slow to condemn without heaviest cause;
How ready to succor the helpless and weak,
In deep provocation, how careful to speak!

How honors became him! nor did he once boast,
Though placed at the head of America's host;
In ev'ry condition the world was impressed
That Abraham Lincoln was doing his best.

"With malice toward none"—let his motto be ours;
We'll try to enact it with all of our powers:
And here, on his birthday, we'll pledge him anew,—
Our Abraham Lincoln, the brave and the true!
—Ida Scott Taylor.

LINCOLN

"A peaceful life:—just toil and rest—
All his desire;—
To read the books he liked the best
Beside the cabin fire—
God's word and man's;—to peer sometimes
Above the page, in smouldering gleams,
And catch, like far heroic rhymes,
The on march of his dreams.

"A peaceful life;—to hear the low
Of pastured herds,
Or woodman's ax, that blow on blow,
Fell sweet as rhythmic words.
And yet there stirred within his breast
A fateful pulse that, like a roll
Of drums, made high above his rest
A tumult in his soul."

THE PARDON

'Twas in the war-times' early days,
When eyes looked forth with anxious gaze,
A young lad had been doomed to die,
And would'st thou know the reason why?

He had been placed as sentinel,
And at his post asleep he fell,
And for that closing of his eyes,
Before him dreamless slumber lies.

The President read the sentence through,
And murmured, "The act I cannot do.
Brought up on a farm, at work late kept.
Poor boy! No wonder that he slept!"

And o'er the paper he drew his pen,
And signed his pardon there and then.
Great-hearted man! Shall I unfold
What later on the sequel told?

At Fredericksburg, among the slain,
A lad beyond all mortal pain
Was lying by himself apart,
A picture next his youthful heart.

'Twas Lincoln's picture that he wore,
And just beneath these words it bore:
"God bless Abe Lincoln." Thus he showed
The debt of love to him he owed.

LINCOLN THE SCHOOLBOY

His school was a cabin built of logs,
His desk was a rude pine form;
In winter he helped to split the wood
That kept the schoolroom warm.

He used a shingle for a slate,
His pen was made of quill;
His teachers, oft, could scarcely spell,
Though they swayed the birch with skill.

He'd never met the wise and great,
The books he read were few,
He studied nights by the pine knot's flame,
But, oh, how much he knew!

A simple backwoods schoolboy, who
Full little guessed that he,
In every schoolhouse in the land,
Would some day honored be.
—Hope Nelson.

LIBERATOR AND MARTYR

From out of the strong, young West he came
In those warlike days of yore,
When Freedom's cry had reached the sky
And rung from shore to shore.

He knew the world was watching him;
He heard the words of scorn;
He felt the weight of a severed State
By cruel rebellion torn.

And calling on Jehovah,
He seized his mighty pen
And with a stroke, the chains he broke
From a million bonded men.

He was a dauntless leader,
As among the host he moved,
And he gave his life in the time of strife
To save the cause he loved.
—Edgar Maclaren Swan.

O CAPTAIN! MY CAPTAIN!

O Captain! My Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:

But, O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen, cold and dead.

O Captain! My Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle thrills,
For you bouquets and ribboned wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning:

Here, Captain! dear father!
This arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain! does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchored safe and sound, its voyage closed and done;
From fearful trip the victor ship comes in with object won:

Exult, O shores! and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen, cold and dead.
—Walt Whitman.

GEORGE WASHINGTON

George Washington, commander-in-chief of the Colonial armies during the Revolutionary War, the foremost leader in forming the Union, first President of the United States and called the "father of his country" on account of his great and lasting service, was born at Bridges Creek, Virginia, on February 22, 1732. His father died when he was eleven years old, but his half-brother, Lawrence, who was fourteen years older than he, acted as his guardian and was always kind and helpful to him. His mother was always very dear to him. She brought him up to be truthful and obedient.

Of Washington's early schooling we have not much information, but one of the early biographers, the Rev. Mr. Weems, whose book Lincoln borrowed and ruined by leaving between the logs of his cabin on a rainy night, gives a short account: "The first place of education to which George was ever sent was a little old field school kept by one of his father's tenants, named Hobby, an honest, poor old man, who acted in the double capacity of sexton and school master. Of his skill as a gravedigger tradition is silent; but for a teacher of youth his qualifications were certainly of the humbler sort, making what is generally called an A, B, C schoolmaster. While at school under Mr. Hobby he used to divide his playmates into parties and armies. One of them was called the French and the other American. A big boy named William Bustle commanded the former; George commanded the latter, and every day with cornstalks for muskets and calabashes (gourds) for drums, the two armies would turn out and march and fight."

As Lawrence was the eldest son he inherited the family estate, Mount Vernon, on the Potomac River. He named the estate after Admiral Vernon, under whom he had fought in the British navy. It was on this estate that Washington spent his early years. He was 20 years old when his brother died and he in turn inherited the place.

Washington studied to become a surveyor. It was in this line of work that he had his first opportunity and made his first success. He met Lord Thomas Fairfax, who held large land grants in Virginia beyond the Blue Ridge Mountains, through his brother. Washington surveyed this western land. Though he was only six-

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teen years of age he went into the wilderness, directed others and for three years of hard, exacting labor he made out records so complete and accurate that they were acceptable information upon which to base titles of land.

The next few years of Washington's life were occupied in fighting the Indians and the French. This training served its purpose, for when the Revolutionary War broke out in July, 1775, he had learned ways of managing in the wilderness and of fighting that made him steer a straight course to victory, though the way was hard.

It seemed as if Providence were protecting him from all danger for the great duties he was performing for his country. He wrote to a friend at this time saying that "the whistling of bullets was music" to him, but he later changed his mind. Once in battle he had bullet holes in his coat and two horses were shot from under him. After the French and Indian War, when the House of Burgesses returned thanks in glowing terms to him for his services, he rose to thank the speaker, but he was so embarrassed that he could not say a word. "Sit down, Mr. Washington," the speaker said; "your modesty equals your valor and that surpasses the power of any language which I possess."

Washington married a widow, Martha Dandridge Custis and for fifteen years he was occupied at Mount Vernon with the duties of his estate and leading a home life with his wife and her family. He had no children of his own, but he was devoted to the Custis children.

The first Continental Congress was held in 1774. Washington was chosen a delegate. After the battles of Lexington and Concord he was offered the position of commander-in-chief. He declared modestly, though in vain, that he had not the capacity for the position. He did not take a penny for the long years of service in the army.

Throughout the Revolutionary War (1775 - 1783) Washington proved himself not alone a great soldier but a brave and kind leader and a great statesman. Not only did he lead in battle but he wrote many hundreds of letters to men all over the country rousing their enthusiasm for the good of their land.

Though he had liberated his country by directing the half - starved, poorly - clothed patriots in battle and forced the English to surrender, his greatest work was accomplished in the period of reconstruction after the war, which ended in 1783. He retired to Mount Vernon, where he hoped to lead a peaceful and quiet life, but his country needed him. He answered the call. He was instrumental in summoning the constitutional convention that met in Philadelphia in May, 1787. He was chosen chairman. For four months he guided the important work which resulted in the banding together of the thirteen colonies under a constitution.

The constitution called for a president. George Washington was chosen the first President of these United States, and was inaugurated in New York City April 30, 1789. For two terms he directed the affairs of the new nation "conceived in liberty." He refused the nomination for a third term.

Though Washington retired from public life and resumed his pleasant plantation life at Mount Vernon with his family, he always felt a keen interest in his country. Travelers from abroad did not count their trip complete unless they called on the great man. He was consulted on all questions of public importance. But this peaceful life did not last long. On December 12, 1799, while riding on horseback around the plantation he took a severe cold. It developed rapidly into acute laryngitis. He died two days later and was buried in the family vault at Mount Vernon.

So passed one of the greatest men America has ever known. His courage both on the battlefield and for any cause he thought was right, his industry in all lines of work he undertook to accomplish, his unselfish service to his country, his kindness to his soldiers, his friends and all humanity, his quickness to forgive and his great power of direction to see and do the right, shall ever hold him a beacon light and inspiration to mankind.

QUOTATIONS ABOUT GEORGE WASHINGTON

Washington is, to my mind, the purest figure in history.—Wm. Ewart Gladstone.

First in war, first in peace, first in the hearts of his countrymen.—Henry Lee.

He had every title at command, but his first victory was over himself.—Gouveneur Morris.

In the war of the Revolution, when it was thought the cause was lost, men became inspired at the very mention of the name of George Washington.—Gen. Horace Porter.

His great fame rests on the solid foundation that while he was careful to avoid doing wrong to others, he was prompt and decided in repelling wrong.—John C. Calhoun.

A pure and highminded gentleman, of dauntless courage and stainless honor, simple and stately of manner, kind and generous at heart.—Henry Cabot Lodge.

Washington is the mightiest name of earth, long since mightiest in the cause of civil liberty, still mightiest in moral reformation.—Abraham Lincoln.

The filial love of Washington for his mother is an attribute of American manhood, a badge which invites our trust and confidence, and an indispensable element of American greatness.—Grover Cleveland.

Washington was incapable of fear, meeting personal dangers with calmest unconcern.—Thomas Jefferson.

I am not surprised at what George has done, for he was always a good boy.—Mary Washington (his mother).

RULES PRACTICED BY GEORGE WASHINGTON

(Seventeen children may take part in this exercise. Sixteen cards, each bearing one letter of George Washington's name, are used. Each of the sixteen children may wear or hold one of the letters, march in the room and, standing in a row facing the class, hold their letters so all may see them. They spell the name of Washington. A child steps beside the sixteen children and says:

"George Washington was a great man. Before he tried to direct others he learned to rule himself. For his own direction he copied about one hundred or more rules of conduct in a book when he was a boy. He learned these rules and tried always to practice them. It has since been found that many of these rules came from an old French book on Behavior. We will now hear some of these rules."

The child then bows to the pupil holding the card marked G. He recites his rule of conduct and each child recites his rule in consecutive order as he points or holds for attention his letter card:)

"Go not thither where you know not whether you shall be welcome or not. Give not advice without being asked, and when desired, do it briefly."

"Economy begins partly from necessity, partly from choice and habit."

"Our empire was not laid in the gloomy age of ignorance and superstition, but at an epoch when the rights of mankind were beter understood and more clearly defined than at any former period."

"Rise early, that by habit it may become familiar, agreeable, healthy, and profitable. It may for a while be irksome to do this, but that will wear off, and the practice will produce a rich harvest forever thereafter, whether in public or private walks of life."

"Gaming is a vice which is productive of every possible evil, equally injurious to the morals and health of its votaries. It is the child of avarice, the brother of iniquity, and the father of mischief. It has been the ruin of many worthy families, the loss of many a man's honor, and the cause of suicide."

"Every motive of self-preservation, of liberty, and happiness, has a claim upon our efforts, and requires our aid."

"When a man does all he can, though it succeeds not well, blame not him that did it."

"Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone than in bad company."

"Speak not injurious words, neither in jest nor earnest; scoff at none although they give occasion."

"Happiness depends more upon the internal frame of a person's own mind than on the external's in the world."

"If we cannot learn wisdom from experience, it is difficult to say where it is to be found."

"No punishment is too great for the man who would build his greatness upon his country's ruin."

"Gaze not on the marks or blemishes of others, and ask not how they came.

What you may speak in secret to your friend, deliver not before others."

"Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly."

"One request frequently begets another."

"Nothing but harmony, honest industry and frugality are necessary to make us a great people. First impressions are generally the most lasting. It is therefore absolutely necessary, if you mean to make any figure upon the stage, that you should take the first steps right."

(Children in chorus spell and pronounce the name: G-E-O-R-G-E W-A-S-H-I-N-G-T-O-N—George Washington!)—R. T.

ANECDOTES OF WASHINGTON

Though Washington was always very particular about his dress, he was not a dandy. Regarding clothes he wrote to his nephew: "Do not conceive that fine clothes make fine men any more than fine feathers make fine birds. A plain, genteel dress is more admired and obtains more credit than lace or embroidery in the eyes of the judicious and sensible."

Washington wrote to his army after Cornwallis' surrender at Yorktown: "My brave fellows, let no sensation of satisfaction for the triumphs you have gained induce you to insult your fallen enemy. Let no shouting, no clamorous huzzaing increase their mortification. It is sufficient for us that we witness their humiliation. Posterity will huzza for us."

It was Addison who wrote Washington's favorite quotation: "'Tis not in mortals to command success."

When in New York one day Washington entered a shop. A Scotch nursemaid followed him. She carried a baby. "Please, sir," she said, "here's a bairn was named after you."

"What is his name?" President Washington inquired.

"Washington Irving, sir," the maid replied.

The President placed his hand on the child's head and gave him his blessing. He did not know that that child, too, was going to be a great man and would write Washington's biography.

Washington was very athletic. He was said to be the only man who could throw a stone across the Potomac River. Once he visited Natural Bridge in Virginia. He tossed a stone two hundred feet to the top. He was fond of riding, walking and wrestling and excelled in all of these.

The great man was always punctual. He wrote concerning this trait to a friend: "I begin my diurnal course with the sun; if my hirelings are not in their places by that time I send them messages of sorrow for their indisposition."

When company was invited to the family home for dinner Washington made but five minutes allowance for difference in watches. Then if the guests did not arrive, dinner would be served. If the guests came late he often said: "We are too punctual for you. I have a cook who does not ask if the company has come, but if the hour has come."

WASHINGTON AND HIS HATCHET

"He had a hatchet—
little George—
A hatchet bright
and new,
And sharp enough
to cut a stick—
A little stick—in
two.

"He hacked and
whacked and
whacked and
hacked,
This sturdy little man;
He hacked a log and
hacked a fence,
As round about
he ran.

"He hacked his father's cherry tree
And made an ugly spot;
The bark was soft,
the hatchet
sharp,
And little George
forgot.

"You know the rest.
The father
frowned
And asked the
reason why;
You know the good
old story runs:
He could not tell
a lie.

"The boy that chopped that cherry tree
Soon grew to be
a youth;
At work and books
he hacked away,
And still he told
the truth.

"The youth became a famous man,
Above six feet in height,
And when he had good work to do
He hacked with all his might.

"He fought the armies that the king
Had sent across the sea;
He battled up and down the land
To set his country free.

"For seven long years he hacked and whacked
With all his might and main,
Until the British sailed away
And did not come again."

(From "Stories of Great Americans for Little Americans," by Edward Eggleston. Published by American Book Company.)

WHY OUR FLAG FLOATS

"In honor of truth and right,
In honor of courage and might,
And the will that makes a way,
In honor of work well done,
In honor of fame well won,
In honor of Washington
Our flag is floating today."

WHAT WE OWE TO WASHINGTON

If you'll listen I'll tell you a story
That happened a long time ago,
When England was ruling our nation
In colonies, thirteen, you know.

New Jersey, Rhode Island, New Hampshire,
Virginia, Maryland, too,
Massachusetts, and Delaware also,
Are seven—but I am not through.

There's Georgia and North Carolina,
And South Carolina between,
Pennsylvania, too, and New York State,
With Connecticut number thirteen:

Colonies first owned by England
Till the great Revolution was fought,
When liberty gained by our fathers
The dawn of prosperity brought.

And who was the star of those war days,
Commander-in-Chief of the force
That fought till the last chain was broken
And liberty entered her course?

That soldier, you all know his portrait,
Those features so strong, kind and true!
George Washington, hero of heroes,
We owe our dear Freedom to you!

—Clara A. Mash.

In 1923 the California Spring Blossom and Wild Flower Association awarded silver cups to the El Dorado High School and the Ross Valley School and a silver medal to the Big Bend School for excellence of fair exhibitions of wild flowers at the flower show at the Palace Hotel. This year the association will hold its show on April 25 and 26, again at the Palace Hotel, and will offer more prizes. All schools of the state are invited to participate. Those interested may obtain information as to picking and packing by writing to Miss Alice Eastwood, California Academy of Sciences, Golden Gate Park, San Francisco. The association will refund all postage expended by the schools in parcelspost for the flowers.

WASHINGTON

Serene and steadfast as the hills,
The cheer of lighthouse in the night,
A patriot to the people true,
The wisdom of the thoughtless bee,
A strength like air that yields, yet holds
The eloquence of wordless worth,
A conscience sleepless as the stars.

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JOTTINGS

By W. M. Culp

Venice grammar schools, under Superintendent W. C. Conrad, as a result of a recent bond issue of $275,000, are to be increased by thirty class-rooms. One new school and additions to six others are to be built.

James M. Monroe, principal of the El Segundo school, is in charge of a plant whose effectiveness is highly increased by the close co-operation between the school and the officials of the huge refinery of the Standard Oil Company. The school plunge is kept filled with warm sea-water by the company.

W. L. Stuckey, district superintendent of the Huntington Park grammar schools, has just succeeded in a bond issue for $250,000. Two new buildings and additions to other plants will be built. Four votes, one in each precinct, were cast against the bonds. Seventy-five were graduated from Huntington Park at the mid-term.

A P. T. A. was organized at Huntington Park recently and all of the officers elected were men. W. L. Stuckey believes that this is the only man-run parent-teacher association in the state.

R. D. White, superintendent of Glendale grammar schools, is one of the members of a chamber of commerce committee on the reorganization of the Glendale school system. At present the high school and grammar schools are under separate administrative heads. It is the plan to make a unification of administrative forces and to give Glendale a superintendent in charge of both grammar and high schools and to make the city of Glendale correspond to the high school district with junior high schools in remote parts and perhaps eventually a junior college.

Huntington Park is talking of a $750,000 bond issue for the establishment of branch high schools in the school district. The high school, under Principal Thomas A. Russel, has expanded tremendously this last year and is forcing either the formation of junior high schools or branch high schools with four-year courses with a central administrative head.

Miss Hazel Aldrich Finegan has been appointed supervisor of the fifth and sixth grades of the Los Angeles city schools. Miss Finegan works under Miss Ethel I. Salisbury and came to Los Angeles this fall from Minneapolis.

Miss Diantha M. Hayes, head of the chemistry department of the Redondo Beach high school, uses a chemistry manual worked out by herself which the school has published.

Arleigh C. Griffin, director of high school research of the Los Angeles city schools, is organizing a big program of work to be undertaken by the committees of the social studies group.

Dr. A. H. Sutherland, head of the department of psychology of the Los Angeles schools, is working on a third-grade reader.

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PUBLIC LIBRARY

Schools and Teaching In The Far North

By Ruth Thompson

Typical Alaska Totem Village

* The first number of this series of articles may be obtained by addressing The Western Journal of Education, 149 New Montgomery street, San Francisco, California. (Fifteen cents per copy.)

A Teacher who decides he would like to teach in Alaska really has two opportunities of getting a position. One is by making application to L. D. Henderson, commissioner of education, Juneau, Alaska, and the other is through some missionary board which is doing work in the far north in conjunction with the government. The man at the head of the latter office is called Chief of the Alaskan Division, Bureau of Education. This is a branch of the Department of the Interior, Washington, D. C. The local office is in the L. C. Smith Building, Seattle, Washington. Jonathan D. Wagner has recently been appointed to take the position which was vacated by W. T. Lopp, who had held the position since 1910. Mr. Lopp will now personally susonally superintend the native schools. He has headquarters at Anchorage, Alaska.

The school system in Alaska, as in every other locality, suffered a setback during the war. Now the schools are forging ahead. In the system for white children and half-breeds, over which L. D. Henderson presides, four new districts were added last year. The high school enrollment last year was twenty-five per cent greater than the year before.

"This country has passed through the stage of being the land for the prospector and roamer only," Mr. Henderson said recently. "It has proved a substantial country and a place where there are homes and friends."

An attitude such as this has rapid effect on the school system of our country.

The high schools in Alaska require that their instructors be college graduates. The elementary school teachers in the larger towns must be college or normal graduates. Eighty per cent of the teachers employed in the Alaskan schools under the commissioner of education have diplomas from normal schools or colleges.

"We have hundreds of applications yearly," Mr. Henderson declared. "Teachers may be appointed by a local board of education, or the local board may ask me to make the selection. We choose teachers according to their applications which are placed on file. We want experienced teachers and we get them. Our teachers will compare with the best in the States from the standpoint of education and experience. We want our teachers to stay with us more than one year. The roving type is not particularly desirable if he is going to do real good in the community. The majority of our teachers remain with us for several years. The average turnover is about forty per cent yearly. Eighty per cent of our teachers are women and twenty per cent are men. The average teaching experience is eight years.

"In striking contrast to the large number of inexperienced teachers who yearly enter the school rooms in the average State, ninety-six per cent of the teachers employed in the Alaskan schools are experienced. The number who have had experience in Alaska—sixty-three per cent—is worthy of mention as representing an increase of nine per cent over the record for the school year 1919-1920. No school system can be efficient which is not able to attract and hold a competent force of teachers."

Salaries in the schools in the north in the elementary schools range from $1350 to $1800; in the high school they range from $1500 to $1900. The school year is nine months.

Commenting on the salaries Mr. Henderson said: "The salaries paid to Alaska teachers are not high and cannot well be lowered. Statistics compiled for the school year 1921-1922 show that a number of the Western States pay higher salaries to both elementary and high school teachers than are paid in Alaska. This should not be true. Alaska, in spite of her scenery and the glamour of romance which surrounds her, cannot maintain her school system at the desired point of efficiency on a salary schedule equal to that paid in the average of the Western States.

"Alaskans demand teachers with training, experience, and personality. Teachers with those qualifications may be attracted

Anchorage

to Alaska for one or two years at a financial loss. However, they cannot always be retained. We want our teachers to remain on our teaching staff. Employers of labor estimate that it costs one hundred dollars to fit a new man into a strictly mechanical position which has been made vacant through the loss of an employee, and that the cost is greater as the position which must be filled takes on the requirement of qualities of initiative and leadership. The loss to a school system when a thoroughly competent teacher leaves a teaching force cannot be accurately measured in terms of dollars and cents. However, the loss occurs even when such a teacher is replaced by one equally as competent."

One of the big things that Commissioner Henderson has put over is the getting of a special appropriation for co-operative schools. This co-operation is between the government and community. In communities where there are only four or five children and there is no school fund, an arrangement exists whereby, if the people will provide the building and the fuel for the school, the government will furnish the teacher and pay other expenses. This unique method of supporting and conducting schools was begun in 1922 under Henderson's direction.

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Schools outside of incorporated towns receive one hundred per cent support from the territorial government. Buildings, teachers, supplies, all are furnished to any community having ten or more children of school age. Schools in incorporated towns receive seventy-five per cent of the cost of maintenance up to the maximum of $20,000 in any one town in any one school year. Juneau and Ketchikan are the only two towns which have the great expenditure and receive the maximum allowance.

In many districts it is difficult to find comfortable living quarters for teachers. In forty per cent of the school districts outside incorporated towns, living quarters for teachers are provided by the school board. There is a need, according to the superintendent, for the erection of more such buildings or for the remodeling of schools in such a way that living quarters are provided for teachers. This latter method is regarded as the cheapest and most satisfactory.

"The average small community contains either very few or no families who have facilities for the accommodation of roomers or boarders," Henderson stated. "Even if room and board can be secured, such an arrangement is from many standpoints unsatisfactory. Where no opportunity is offered to obtain room and board, or where the rate charged is not in keeping with the salary paid the teacher, the only alternative is for the teacher to rent a cabin. In some communities comfortable living quarters can be secured. In others any arrangement which can be made is far from satisfactory."

Henderson expressed the opinion that no school building should be built in the future that did not have teachers' living quarters in connection therewith.

In speaking of the young women who go to Alaska to teach, Mr. Henderson declared that he lost many good teachers through matrimony. There are more men than women in Alaska and the people are hospitable and social. Dances and parties of different varieties lend an atmosphere of "home" wherever that home may be. In southern Alaska one does not feel as far from the States as in the north, where there is a minimum of civilized conditions, and where the people are rougher and more primitive.

The teachers marry men engaged in various occupations, such as fishing, fish canning, mining, fox farming, fur trading, lumbering and other occupations necessary in communities where civilization has tinged the land.

In many of the church schools in the far north, the instructors are man and wife in the two-teacher schools. The government supervises these schools in conjunction with the church. The teachers' work consists of teaching and social and even medical work. The teacher is the power in the community and is turned to for aid and advice in every emergency. Her life is closely connected with the life of the people. She is there to perform service and her work is never over.

The churches which have established missions in the outlying districts have their share in the selection of a teacher and bear a portion of the expenses of the school.

(To be continued.)

Exchange of Ideas and Devices

Conducted by Sylvia Starr

Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.

Dear Sylvia Starr: The approach of Washington's birthday reminds me of a plan we carried out last year and which I shall use again this year. On the first day of February I tell my pupils to cut from magazines and papers all pictures of things not known of or used in Washington's time. Just before Washington's birthday we paste these pictures on large sheets of cardboard together with Washington's picture or a view of his monument, and we print thereon the dates of his birth and death. We print on the chart the words, Those things Washington never saw."

During our exercise we salute Washington's picture.

For decorations we use red, white and blue bunting. We cut cherries from paper napkins that have them as decoration and we also make paper hatchets. The cherries and hatchets we paste on the window. One year the children made cherries of a flour and salt mixture and painted them red. The leaves were made of green paper. The cherries were souvenirs for the visitors who visited our school that day.

For both Washington's and Lincoln's birthday I have the children become familiar with the lives of these great men. We play a paragraph game whereby a child relates a paragraph on the life of one of these men and the next child continues the story.

We become familiar with the Gettysburg address. I make several copies of it, cut these copies in strips and pass them out. Several children are sent to the board to copy the words from their slips. Next the children who can add from their papers the next lines, take their places and make the connection from their slips, and so on, until the complete address is written on the board in several places. In order to play this game the children must be very familiar with the lines.

Thanking you, I am yours truly,

Edith Call.

Dear Sylvia Starr:

One of the games my children enjoy in the kindergarten is the "boat game". It increases the observation of the child when he is not in school, helps his memory and cultivates his imagination. Two children seated on the floor are the boat. With clasped hands and with the tips of the feet touching, the two children who are the boat sway to and fro while a little one is seated on the floor between their hands and feet. When the ride is over the several children jump from their respective boats and tell us what they saw on their ride. Some children see flowers and gardens and mountains. Others see city sights, while still others have been in the realm of fairyland. We do not try to curb the children in telling of what they have seen, but we are always interested in both fact and fancy and enter into the spirit in which it is told.

A Kindergarten Teacher.

Dear Miss Starr:

I may be too practical for your column, but I would like to suggest a few sentences for correction in the school room. If children can correct these and similar mistakes it will help them in the future:

"Your plan is different from his.
He was sort of angry with me.
She don't like those kind of flowers.
None of the family were at home.
He went in the house.
Do it like I did.
She has got small feet."

I think language lessons should be made as practical as possible and they should function in everyday life. Mary McKee.

WESTERN SCHOOL NEWS

The Californians will meet in Chicago at the N. E. A. meeting for breakfast on February 26, 1924. Arthur H. Chamberlain has charge of the arrangements.

Superintendent H. B. Wilson of Berkeley is one of the prominent speakers at the Superintendents' Convention of the N. E. A., Chicago, February 25-28.

Washington, D. C., has been selected for the meeting of N. E. A. in July.

Will C. Wood, Superintendent of Public Instruction, in his address before the Public Spirit Club in San Francisco on Thursday, January 17, showed a statesmanship knowledge of the fundamental laws of taxation and applied the same to our present tax system in a very effective manner. Mr. Wood, in his educational approach to problems of government, has an appeal that interests our citizens.

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Lester Van Nostrand, who has been the Pacific Coast Manager since 1909, and with the Milton Bradley Company since 1900, made a wise choice when he selected the new Aronson Building for the Pacific Coast Home of the Company.

On account of the special lines carried of drawing supplies, art work, kindergarten material, construction papers and books, teachers visit the Milton Bradley Company and make their own selection from the large and varied stock. Mr. Van Nostrand, therefore, in selecting the building had in mind its central location from the viewpoint of other school and educational supply houses; attractive entrance, elevator service and spacious quarters for the display of his stock. He has fourteen thousand square feet of space. The building is new and attractive. The offices are furnished artistically. The stockrooms and the shipping department are well arranged and spacious. He had specially built and equipped a ladies rest room. In this new attractive building with its special lighting, you will find a complete assortment of the

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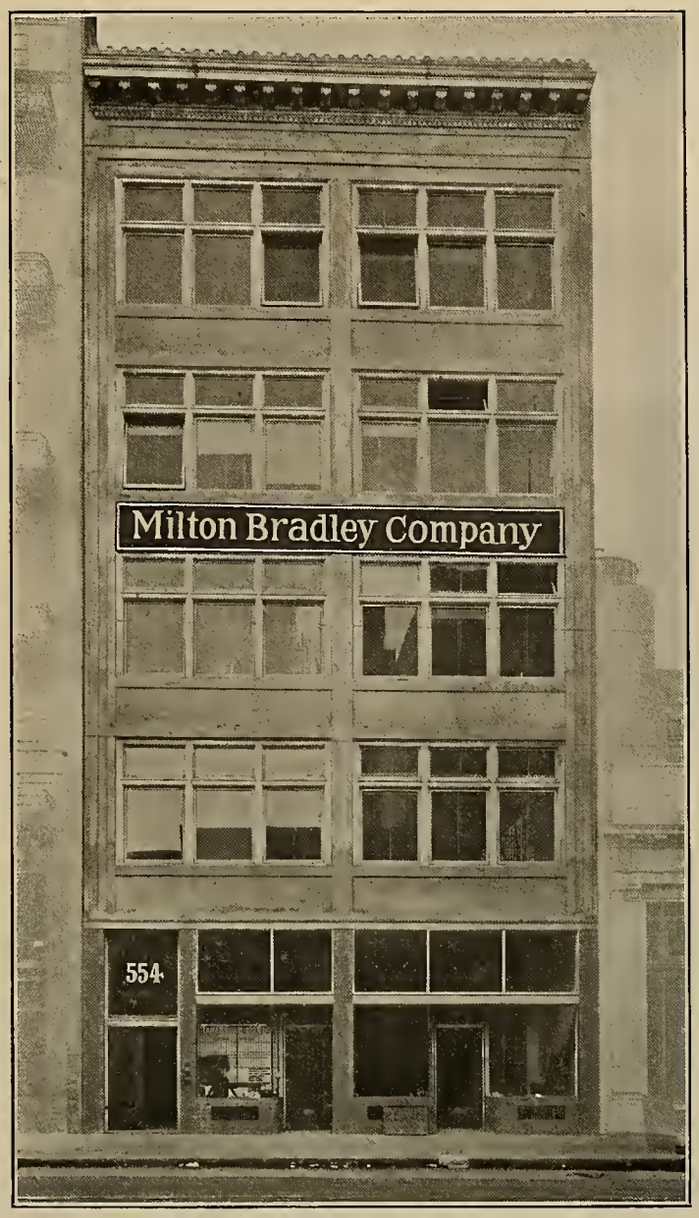

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This new store is in keeping with the remarkable growth of The Milton Bradley Company. The home and factories of the Company in Springfield, Mass., cover two and one-half acres, and the business has steadily grown since 1860, until today there is hardly a school or home where children dwell that Bradley products do not form a valuable part of the child's education. The new catalog of Bradley Art Materials is a fair sample of their work. It represents only one branch of the business. Its 76 pages are complete with information, illustrations, and directions. You should send for copy and preserve it. The large business of the Company on the Pacific Coast has been developed under the leadership of Mr. Van Nostrand. His popularity is due to the quality of the merchandise, but the personal element entered into it. His integrity and devotion to giving people service, and his delightful personality, are major factors in the measure of success of the business. The true test of a business man's popularity is the opinion of those with whom he is associated. On the morning of January 14th, when Mr. Van Nostrand entered his new office, he discovered a beautiful bouquet of roses, and the card from employees of the firm:

> "We all want to wish you lots of success and happiness in your new office, and to assure you we are all back of you a million in every way.
>
> "All of Us."

Jan. 14, 1924.

THE INSTITUTE OF SAN DIEGO COUNTY AND CITY

You asked me to report our institute for the Western Journal. On all sides there have been words of appreciation of the excellent institute held this year.

Wednesday morning the session was held at the State Teachers' College, and, after an address of welcome to the college on the part of President E. L. Hardy, and music given by the glee clubs of the school, the institute program proper was launched by Mrs. Grace Stanley in an able presentation of her thoughts concerning fundamentals in child training.

Doctor Herbert R. Stolz, State Supervisor of Physical Education, addressed the teachers on the subject of "Education and Spare Time," and Miss Donzella Cross discussed "Music Appreciation," demonstrating the principles by the use of the phonograph.

Everyone felt that all three speakers in their individual way touched on the same great theme; that was, the motivation of public school education by contact with life itself. It was remarked afterwards by many of the teachers that there seemed to be something in the air that gave unity to the thought and the discussions of the morning.

The afternoon session was in charge of the County Teachers' Association, with Mrs. Mabel Farley, president of the association, in charge. The association held its annual business meeting, the ballot ing for the California Teachers' Association Southern Section being consummated. Mr. William P. Dunlevy, state director of the National Education Association, addressed the assembly on the value of membership in the national association.

One very pleasing feature of the afternoon session was the presentation to the county superintendent, Miss Ada York, of a beautiful bouquet of roses. The flowers were presented to Miss York by the teachers of the East San Diego schools. The recent annexation of East San Diego to the City of San Diego takes the school system out from the county direction, and at this time the teachers, as a tribute of their affection for the county superintendent, and also as a mark of their appreciation of the co-operation of the office, presented the flowers, Mr. J. D. Simkins, district superintendent of the East San Diego schools, making a very happy speech of presentation.

The program for Thursday and Friday included addresses by Dr. Allen, Dr. H. W. Fairbanks, Dr. W. C. Bagley and others. Of all that happened in the excellent program of those two days, I find that my mind goes back most frequently to the community singing led by Mr. H. S. Hodge of the San Diego high school.

(Whether this is because of the quality of my mind, or because of the quality of the personality of Mr. Hodge as leader of the community singing, I am not certain, but one special song, "O, San Diego Has a Zoo," stands out rather strikingly and all the teachers of the city who were present will recall participating in that occasion of fun and unrestrained mirth!)

TEACHER.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

THINGS DONE TO BOOKS

If a librarian is a lover of the book per se she will suffer many a shock from the things done to books in many libraries and schools under the name of "processing", or preparing them for the shelves. First among the horrors is the perforating stamp which has worked more damage to books than the favorite puppy ever did. If used on the unprinted portion of the title page, it is a comparatively inoffensive means of identification, but, alas, some librarians have thought it necessary to use it upon every hundredth page and upon plates, maps and illustrations. It has been known to be used in perforating the very life out of the pages of a dictionary. Can a worse abuse be imagined than so to deface a page where every diacritical mark must be entire and perfect in order to be of any value? Earlier in my library experience I stood in such awe of library "technique" that only privately did I dare to wonder just what difference it would make in case of the theft of a plate or map from a book, whether or not it was perforated, but felt that there must be some logical reason for thus mutilating the most valuable features of the book. Common sense finally triumphed over this fetich.

Then there is the gummed label, square or round or oblong, stuck at varying heights all up and down the long-suffering backs of books. What a monstrosity it was in its day! Painstaking assistants carefully removed the glaze from the spot on the back of the book where the thing was to be attached, and if she also had an eye for symmetry she pasted it on at the same height from the bottom of each book. Sometimes she didn't. On this label was then printed the call number. Long since we have learned that these erstwhile sacred "call numbers" can be appreciably shortened, and in many libraries "Cutter numbers" have been abandoned as a time-saver and a distinct contribution to the improved appearance of the library. Just a neat little number indicating, in white ink, the classification of the book, is all that is considered necessary today by way of mutilation on the outside of the book. I heard recently of a librarian who so loved her books that she would never permit a mark of any kind to be placed upon their backs. That would make the shelving very difficult and the finding of a book except by instinct well nigh impossible. But I should like to meet her just to enjoy books and bindings with her.

In some school districts the stamp bearing the name of the district is an enormous one and has been stamped with more or less frequency according to the enthusiasm of the teacher all through the book from cover to cover. One doesn't see it often nowadays, for the county library system has made this labor unnecessary. Had the county library done nothing else for the school but to free the teacher from the ancient rules as to the care and circulation of the books in the school library it would have accomplished much.

The book cover of gingham or paper which used to be ubiquitous is seldom seen, although evidences that it has not yet entirely passed are sometimes forced upon us. I have upon my shelf of "what nots" a reader returned from a school, where some mother had taken a piece of Jennie's new dress and had stitched it to the book on a sewing machine all around the edges of the book. We have hoped that it so nearly ruined the sewing machine as to make her think it unwise to repeat the act. Another parent sewed in the loose leaves of "Maryen's" reader with long white stitches right through the leaves and the back of the book. Yes, the old book cover did keep the cover of the book cleaner than it is kept without it, but meanwhile there was no incentive to respect the book in its hideous covering and it was used as a weapon or a toy without demur. Nowadays leaves and covers wear out together and when both are soiled the book has had its day. If it isn't a book that has been in constant use in little hands, it can go to the bindery and come back stronger and better than ever in a bright new dress. And in our rebinding of books why not use attractive colors instead of dead black or dull green? It makes a wonderful difference in the appearance of the library. Nobody wants to read or even to handle dirty, grimy books, and a little more money spent on wise repairs and consistent rebinding would greatly increase the circulation of many a library.

LIBRARY BUILDING ACTIVITIES

Berkeley Public Library is to erect a building for the Claremont Branch at the corner of Ashby and Benvenue avenues, at a cost of about $26,000. The new West Berkeley Branch was completed recently.

An imposing new library building has been built in San Pedro at Tenth and Gaffey streets.

Plans have been accepted for an extensive addition to the Public Library building of Santa Monica. An additional story will be added to the present two-story building and two wings of three stories each will be annexed.

Beverly Hills is considering the erection of a library building as a memorial to the late Sidney C. Rowe.

Miss Jennie Herrman, formerly librarian of the San Diego County Free Library, was married November 7th in San Francisco to Mr. James White Herrman.

All up and down the state, as well as all across the continent, story hours and Christmas trees were the order of the day at Christmas time. In Los Angeles Public Library story tellers entertained the little folks, not once, nor twice, but all through the last busy week before Christmas, so that hurried mothers might leave their children safe and happy while they were free for shopping or other business.

East Bakersfield Branch of the Kern County Free Library had its annual Christmas party at the library on the Saturday before Christmas. A tall, shapely tree occupied the center of the main room, directly in front of the entrance doors. Electric lights adorned it and shades were drawn to add to the effect. Nearly five hundred children were present. They occupied chairs; they sat upon the edges of tables and low cases; they sat on the floor close around the beautiful tree. One little tot in blue overalls and a red sweater stood upon the desk on a bright green blotter looking for Santa Claus. Mrs. Neva Lawson was the story teller, and held the interest of the boys and girls while she told them the beautiful story of "The Happy Prince." The secret of this Christmas party each year is that each member of the library staff lays aside each month a sum for the purpose of providing a Christmas treat for the children. When Santa Claus appeared from behind the book stacks wheeling a book truck filled with boxes of candy, the delight of the children broke forth. He took up his station at the front door where boxes of oranges appeared as if by magic. The children dropped easily into a long line which wound around the room past the boys' and girls' department back around the charging desk and out at the door, calling out happy thank you's to Santa Claus, while one mother whispered to the librarian, "God bless the givers." Miss Anna M. Craig has been the librarian of this library for many years and has kept up this happy custom which she instituted some years ago.

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BIDS WANTED FOR TEXTBOOKS IN GEOGRAPHY

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbooks, as follows: **Geographical material for fourth, fifth and sixth grades of the elementary schools.**

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before February 15, 1924.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in geography," may be submitted on or before the hour of 4 o'clock p. m. of February 15, 1924.

Alternative bids for supplying completed books, as specified above, f. o. b. Sacramento, in carload lots, will also be received.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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The Reviewer's Book Table

Junior English, Book I, Book II, Book III, by Rose Buhlig: These books are for the seventh, eighth and ninth grades. The three features of the books include: reducing of technical matters to a list of minimum requirements for each grade; the use of socialized recitation and the laboratory method of class procedure; human interest in the drills. The material is simple, interesting and emphasizes minimum essentials. There are such projects as story-telling, observation, verse-making, speech drills and games; experiments in writing news, etc. Teachers and students will enjoy these books, for they are full of life. (D. C. Heath & Company.)

The Cabin Book, by Maud Beatrice Hogue of Sheridan, Wyoming, is an attractive volume of verse issued by the Harr Wagner Publishing Company, price $1.25. In the preface the author tells in a delightful way her experiences in homesteading and says in the closing paragraph, "And to you, returned soldier boy, who is homesteading in the solitude of the Rockies: The Cabin Book holds between its covers something of the drear loneliness of your isolation and the inimitable companionship of a collie and the western outdoors. Its pages fling open to you." Then comes the poem, The Cabin, followed by many others that show a felicity of expression, a poetic imagery and delightful philosophy that is very rare in these days of material approach to self-expression. The poems are delightful. Get a copy and read them.

Socrates, An Oration, by Thomas Starr King, with introduction and notes by Ernest Carroll Moore, director, University of California, Southern Branch. Here is a group of three men who should interest every thinking person, and the group help in forming one of the finest contributions ever made in the production of a classic in California—Socrates, King, and the keen, critical, informational introduction and notes by Dr. Moore. Surely our classes in English in our high schools and universities will be glad to have this book in its convenient form. It is published by Harr Wagner Publishing Company, 149 New Montgomery street. Bound in brown cloth, gold stamped, India tone paper. Frontispiece of finest portrait of King in existence. 101 pages. Price $1.25.

The Soil and Its Management, by Merrit F. Miller: This material has been prepared for students in vocational agriculture and for young farmers. The text is thorough, interesting and comprehensive. It has been assumed that those studying the book have had little or no study in chemistry, hence any farmer can get practical help from the book, without previous preparation for its use. Each chapter is followed by questions, practical exercises and references. The maps and pictures are so closely associated with the text that they are of true value in interpretation. (Ginn & Company. Price $1.64.)

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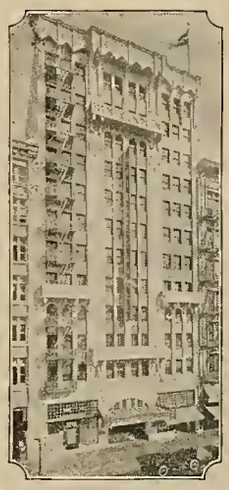

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The election of the representatives of the California Teachers' Association, Southern Council, took place January 12, 1924.

Cornelius B. Collins of Calexico and Albert F. Vandergriff of Los Angeles Polytechnic high school were elected as representatives of the executive committee of the Southern Council.

Eight councilmen to represent the southern district on the state council of the California Teachers' Association were elected as follows: C. E. Aken, Riverside; W. L. Stuckey, Huntington Park; F. E. Howard, Inyo county; A. S. Pope, Santa Barbara; George N. Moyse, Glendale; Martin Newby, Pasadena, and Jeanette C. Jacobson and Ida C. Iverson of Los Angeles.

W. L. Stephens, Long Beach; George E. Bettinger, Alhambra; R. P. Mitchell, Orange county; Merton E. Hill, Ontario, and C. Sandifer, W. B. Crane and Dorothy Wheeler of Los Angeles, were elected as representatives of the Southern Section outside the southern council.

F. W. Thurston, who was re-elected executive secretary of the association, announced at the meeting that nearly completed results of the organization's recent membership campaign showed a total of approximately 11,000 members of the Southern Section at the present time.

THE CONFERENCE AT SOUTH SAN FRANCISCO

There was a conferenec of principals of elementary schools and high schools under the leadership of A. C. Olney and Grace Chandler Stanley at South San Francisco on Thursday and Friday, January 17 and 18. There were about 100 representatives present. There were several interesting discussions and some repartee. Mrs. Stanley in her address stressed the advantage of university and summer school credits, and deplored the fact that many teachers who hold life diplomas were called into service during the scarcity of teachers and continue to teach to the detriment of the children. Superintendent A. E. Monteith of Redwood in reply gave a number of illustrations of men in the professions of law and medicine who had made great success and who were of distinct service in the community in which they live, but who had not taken special courses since graduation, and emphasized the fact that teaching to be a profession must have special emphasis placed on successful experience. There is danger to the profession if we go too far in our technical requirements of units to solve the value of a teacher's work. Superintendent Gwinn also spoke, touching on the value of professional training, of life diplomas, tenure, and stating that standards were in a state of transition. He emphasized the value of professional training during the period of a teacher's activity. Superintendent Hall of San Mateo asked Superintendent Gwinn is professional training would absolutely make teachers more efficient, and Mr. Gwinn answered: "It would not make them less efficient." Then Superintendent Hall asked: "Is it not possible that a teacher be made less efficient by too much training?" And Gwinn answered that, "In some cases it might be possible." Thadeus Rhodes of the Daniel Webster school, San Francisco, also contributed to the discussion.

The conference was a distinct success, and Commissioner Olney and Commissioner Stanley will undoubtedly accomplish much that is worth while in continuing these informal conferences in the various districts of the state.

Chas. H. Camper, superintendent of Chico, deserves the appreciation of substitute teachers. He recommended to the Board of Education that it was not a square deal to take $6.00 of a teacher's salary for the retirement fund, provided she had only taught a few days and was not a regular teacher, getting credit towards retirement for her teaching. The Board of Education appropriated funds to take care of payment required for the retirement fund for all the substitute teachers.

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ALASKA

A VACATION AFLOAT IN NORTHERN WATERS

By Geraldine Sartain

(Editor's Note.—This travelogue, written by a San Francisco newspaper woman who took the Alaskan trip this summer with a friend, will give teachers the information they wish to have regarding a vacation trip in the Far North. Teachers who are considering such a trip will read of the delights in store for them. Those who wish to escape the routine duties of life will find they have discovered exactly the trip to take, according to this account, which will run for several months in the Western Journal of Education.)

A picturesque little town is Ketchikan, Alaska.

Built at the foot of a fir-clad mountain with its houses perched on jutting rocks and slopes, its streets wander crookedly up hill and down.

The city of greatest commercial importance in all the territory it is—a town of 2,000, a center for fishing, a port for the shipment of furs, gold, lumber, fish, grain and all the products of Alaska.

We climbed miles up and down its rough board streets, looking into its curio shop windows, closely chaperoned by the town dogs that come to meet all boats in Alaska and accompany the tourists about the town and back to the very gangplank.

After our life in a big city, the two most noticeable things to us in all the Northland, aside from the magnificent scenery, were these droves of dogs which make friends instantly, and the wooden streets up which come lumbering horses and wagons and an occasional Ford.

Here, too, we saw the first natives we had met on the journey—the sturdy cannery men and women, brown-skinned and with a decided Mongolian cast of countenance. They were every place, for they work in large numbers in the canneries all through the summer and early fall.

In the stores we came across vast quantities of fine furs, but discovered they were no cheaper here than in California, and were told to go further north and inland for real fur bargains.

We wanted to see "how the wheels go around" in a salmon cannery, and were led by a native through the devious passageways of one of the largest.

Never fear the purity and cleanliness of canned Alaskan salmon. They come to the cannery in great shining silver piles that remind one of Rex Beach's "The Silver Horde" of a decade or so ago. They are be-headed, be-tailed, be-finned, and slit open by machinery, washed in a stream of constantly flowing water, chopped up and passed into the tins with no human hands touching them. Indian girls fill the top crevices, the lids are clamped on by machinery, and the cans pass through the cooker, are labeled and boxed ready for the markets.

One of our great joys in this little fishing village of Ketchikan was in wending our way up the mountain streams and seeing the salmon run—that most wonderful of all natural phenomena—the eager return of millions of fish through the cold waters of the Pacific to their home spawning ground in Alaska where they ascend the little streams, leaping their way up the rapids in a silver mass, fighting their way over nets and barriers back to the spot where they were born and where they return to spawn and die, thus fulfilling life's mission of reproduction.

In Ketchikan, too, are some of the finest totems. Chief Johnson's totem, surmounted by the fabled bird Ka-juk, stands in front of his cabin, which is painted a bright pink and decorated across the entire front with a huge whale with wide-open mouth.

Eight delightful hours we spent in the town. Then sailed away for the most scenically beautiful part of the entire trip—the passage through the far-famed Wrangell Narrows—a waterway so narrow and with so many devious and twisting channels that, as we stood in the pilot house beside Captain Enquist and watched him direct the course, we fairly held our breaths at the beauty and the wonder.

Gulls wing their way from the shore to the boat, wild ducks soar and dip. An enchanting scene—the sea before us azure and calm, with the dark tree-covered slopes rising from the water's edge—waterfalls pouring merrily down the mountains and ever in the background the line of towering, jagged peaks, dotted with patches of snow, that pierce the sky-line.

Soon we were nearing Wrangell, a town of 1200 placed at the mouth of the Stikine river, founded as long ago as the early nineteenth century, named after Baron Wrangell, the governor of Alaska and famous for decades as a trading post.

Wrangell is flatter than Ketchikan, but has the same rambling plank streets, perhaps a little wider. It boasts a good hotel, a newspaper and many stores.

In its curio stores we were first introduced to the Chilkat blanket, that oddly striking piece of native handiwork woven in semi-circular shape from the wool of the mountain goat, a brilliant yellow color, decorated with light blue designs symbolic of clan traditions, and crossed by black squares and other emblems.

We also found here curious garments of cedar bark make by the natives, unique baskets, vests fashioned from moose hide, embroidered and beaded.

Every place was there a riot of flowers. Don't imagine for a second that southern Alaska is barren and flowerless in summer. On each of our stops we found more verdure, giant brakes, blossoming shrubs and wild flowers than we have seen in any place in California. Each front yard is neatly fenced and filled with cultivated flowers of every species and hue.

We paid a pop call upon J. W. Pritchett, editor of "The Wrangel Sentinel," who told us all about the late President Harding's visit to Alaska and of the fine hunting grounds back of Wrangell — wooded stretches where moose, deer, caribou, bear, wolf and goats abound.

And when we got back to the "Queen" three of our voyage companions didn't show up for dinner. They had been won over to the lure of remaining in Wrangell and going on a hunting expedition in this paradise of the sportsman.

(To be continued.)

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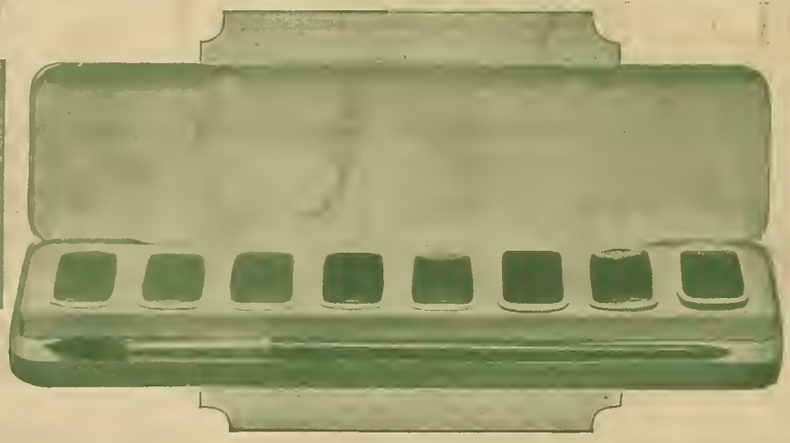

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The Western Journal of Education

HARR WAGNER, Managing Editor.

OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.

ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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THE OUT-OF-DOOR BOY

The out-of-door boy is the fellow for me,
Who finds a companion in mountain and sea;
Who likes to go camping, who likes to be near
His good mother nature all thro' the long year;
Who never complains when a rough spot is met,
Whose flag at the masthead of honor is set,
Who's strong in his labor and strong in his play,
Who has an ambition to better each day.

The boy who loves nature and all that she lends,
And with all creatures living is bound to be friends—
He may be a huntsman or fisher, and still
Be prince of the river and king of the hill.
The out-of-door boy is the fellow for me,
Who betters his pastimes whatever they be;
May he grow in his numbers until every boy
Is an out-of-door scholar, partaking its joy.

—Selected.

DO YOU KNOW THIS MAN?

This is the man
That struck the match
That burned the trees
That furnished the logs
That fed the mill
That sawed the boards
That formed the house
That Jack built.

—American Forestry, Vol. 26, No. 319. July, 1920.

Source Material for Bird and Arbor Day March 7, 1924

This material was submitted to the Western Journal of Education by Mrs. Grace Chandler Stanley, Commissioner of Elementary Education. The State Board of Education and the teachers are greatly indebted to H. C. Bryant of the California Fish and Game Commission for much of this material.

A MESSAGE CONCERNING BIRD AND ARBOR DAY

Many years ago an enlightened citizen of California, anxious to conserve the birds, the trees and flowers of this state, secured the enactment of a law dedicating the seventh of March of each year as Conservation, Bird and Arbor Day. He selected the seventh of March because this is the anniversary of the birth of Luther Burbank—a great citizen of California who has done so much for the improvement and conservation of plant life.

The law requires all educational institutions to observe this day, not as a holiday, but by including in the school work of the day suitable exercises having for their object instruction as to the value of birds and trees and the promotion of a spirit of protection towards them.

All dwellers in California who really love the state, her wonderful resources and her wealth of bird life, of forests, of ferns and lovely flowers, will join in the observance of this day in spirit and in truth. Every year witnesses the destruction of vast acres of redwoods, pines, manzanita and other trees, not only for commercial purposes, but also wantonly because of carelessness in handling fires in the forest. Each one of us, large or small, old or young, can do his share to conserve the bird life and forests which add so much to the beauty of California. Therefore, I earnestly enjoin upon all superintendents and teachers the holding of suitable exercises on March 7, 1924, to the end that California's wealth of flower, forest and bird life may be conserved.

Yours very truly,
WILL C. WOOD,
Superintendent of Public Instruction.

ARBOR DAY QUOTATIONS

"What a desolate place would be a world without flowers! It would be a face without a smile; a feast without a welcome. Are not flowers the stars of earth? Are not our stars the flowers of heaven?"—Mrs. Balfour.

"Consider the lilies of the field, how they grow; they toil not, neither do they spin, and yet I say unto you that Solomon in all his glory was not arrayed like one of these."—Luke 12:27.

"Were I, O God, in churchless lands remaining,
Far from all voice of teachers or divines,
My soul would find in flowers of thy ordaining
Priests, sermons, shrines."

Remember that when you are teaching the children to love beautiful things in nature you are building character.

A NEW YEAR'S RESOLUTION

I will open my eyes to the beauty of the trees, and my heart to the love of them. I will study them and their many uses. I will treasure a just notion of their great value to my Street, my City, my State, my Country. I here and now enlist in their service; and I will cherish, care for, protect and defend them.

TREES

Trees are the arms of Mother Earth lifted up in worship of her Maker. Where they are, Beauty dwells; where they are not, the land is ugly, though it be rich, for its richness is but greasy fatness and its gaudy raiment is but cheap imitation of forest finery.

Trees are the shelter of man and beast and bird; they furnish the roof above us, the shade about us, and the nesting places of love and song. They call children out to play; they entice sweethearts into leafy coverts to seal their vows with fond caresses; they console and gratefully reward old age. They are the fittest ornaments of wealth and the inalienable possessions of the poor who can enjoy them without having title to them. They are the masts that

fly the flags of all nations and the sails of all the seas; they are the timbers that bridge forbidding streams; they bear the wires of the world's intelligence; they hold the rails that carry the traffic of the continents; they are the carved and polished furnishings of the home; they cradle the young and coffin the dead.

Trees are nature's prime sources of food; their fruits and nuts gave sustenance to the first tribes of men and are the sweetest and most nourishing of the earth's products.

Trees herald the spring with glorious banners of leaf and bloom; they clothe the autumn in garments of gold and royal purple; bared to the winter's cold, they are the harp of the winds and they whisper the music of the infinite spaces.

Before the earth could be peopled, it was set thick with trees; and when man has run his course and the race we know has disappeared in the completeness of its mission or perishes in the destruction of its trees, the earth will spring up again with new forests to shelter and sustain a new race of men and beasts and birds to work out a greater destiny. Perhaps if we are wise enough to replenish our wasting forests and to make ourselves worthy of the gift of trees, we may be permitted to accomplish that greater destiny which the Mighty Forester, the Perfect Orchardist, the Loving Father, requires in the fulfillment of His sublime purpose.—Clarence Ousley.

THE STORY OF A SICK TREE

In a great many ways trees are just like girls and boys. Trees are full of life and joy in the spring time after the long cold winter; so are boys and girls. Trees get sick sometimes; so do boys and girls. Did you ever see a sick tree? Maybe you never thought of trees as being sick? But trees do get sick; some get well and some do not. Did you ever see a dead tree?

I am going to tell you about a sick tree. It has been sick a long time. It has taken bushels of medicine and seems to be getting a little better and its friends hope it will quite recover. Some time ago a worm began to eat into this tree. This made a hole. Water got into this hole and rotted the wood around it which made it larger and larger. At first the tree did not mind it much, just thought it had a cold or something and would be well again in a little while. But the worms and the water and insects kept at work as the days and weeks and the months and the years went by until the tree was very sick.

It was a maple tree, beautiful and grand. It stood at the corner of the street and threw its shade over the home of some little children. The sick tree was frequently the subject of conversation in the home and a real anxiety on the part of the parents. By this time the tree had become so ill that it was feared that the next wind storm would certainly overcome its weakened body, and that it would be broken off and possibly blown over upon the home of the little people who had so many times played in its cool shade.

But one day a tree doctor came along and looked at the tree. He saw at once that the tree was very ill and that something must be done quickly if the tree were to get well. There was no hospital to which he could take the tree, so he decided to try and cure it just where it stood. The next day he came with a huge knife, a hammer, and nails, some boards, some cement, and paint. The first thing he did was to dig out all the decayed parts until the trunk was but a mere shell. More than two-thirds of the body for about four feet was dead and had to be removed. When he had cleaned out all the dead wood he drove nails into the live part which remained. This seemed a cruel thing to do, this driving nails into a sick tree. But this tree doctor, like the doctors who come to see sick boys and girls, knew just what to do to make this sick tree get well. The nails were all driven on the inside of the tree. Across the nails he placed a little strip of boards, making little shelves in the hollow part of the tree. Upon these little shelves he put the cement until the tree was filled where the rotten wood had been, and once more it looked nice and round, only there was no bark on the cement side of the tree. This became very hard when it dried and so kept out all the worms, rain and insects and was to the tree what plasters and bandages are to our sores and bruises. After the cement dried, the tree doctor came back and painted the cement and along the edges where the tree and cement came together. This was done to make it more sure that the water could not get into the tree to rot it.

When the tree awakened after the doctor had done this work, it felt much better and soon it began to grow. This was three years ago, and since it has begun to grow around the cement. Some day it may grow all around the cement and be well again.—F. D. Boynton.

TREES

FORESTRY AND AGRICULTURE

By R. F. Hammatt,
United States Forest Service

When the pioneer missionaries, in the spring of 1841, planted from their all too scanty stock of seed the first little garden ever sown in Montana, there was great discontent and outcry among the Flatheads. Missionaries and Indians were both living scantily on roots and bark, supplemented by buffalo meat, fish, and such small stores of potatoes and grains as could be spared from the white man's provisions. The savages thought the seed was put in the ground to prevent them from eating it. They did not understand the necessity for saving a little then, in order to have plenty for the future.

As the Flatheads of 1841 viewed any attempts at agriculture, so do some people today view any attempts at forestry. The story of the progress of agriculture among the Indians finds its counterpart in the story of the progress of forestry among civilized nations. The Indians thought the seed was put in the ground to prevent them from using it, and many people imagine that the National Forests were created to prevent them from using the timber and other resources within them. Even the smallest child now understands that the seed for the missionaries' garden was withheld in order that the supply might be multiplied. And so it is with the resources of the National Forests. The forester, when he restricts the cutting of seed trees, and when he protects the small seedlings from damage, does so, not for the purpose of reducing the amount of timber to be used, but so that the supply may be multiplied.

Nature, unaided, raised sufficient grasses and grains, meats, nuts and fruits so that the Indians of California, the Pitts, Shastas, the Round Valley, the Klamath, and other tribes, might wander at will, taking their living wherever it might be found and with but little thought for the lean years. The white man early recognized, however, that nature, alone, makes a poor agriculturist, and that, in order to insure an abundance for an increasing population, she must be aided by agriculture. What agriculture is to ordinary farm crops, silviculture (the raising of trees) is to wood production, for nature as a silviculturist is little more of a success than nature as an agriculturist. Since time immemorial nature has been busily engaged in planting and growing trees in Northern California, yet she has succeeded in raising, in the pine belt, an average of only about 8000 feet per acre. Probably the best timber in Siskiyou County is to be found in the sugar-pine stands belonging to the McCloud River Lumber Company, which run as high as 50,000 feet per acre. Yet other nations have actually demonstrated that as much as 80,000 to 100,000 feet to the acre can be grown.

In spite, then, of the vaunted prodigality of nature, field and forest alike will produce manyfold as much when directed by man as when left to their own devices. That portion of our 18,000,000 acres of California's National Forests which is capable of timber growth may be made to produce as much wood as an unregulated, unprotected area of much greater extent. For, while it has taken 200 years to grow some of our present saw logs, a forest having a fair representation of the different aged young trees within it may, by proper care and protection, be made to yield a crop of timber every thirty or forty years, often exceeding in volume the crop resulting from 200 years of unaided and unprotected growth.

Use is a virtue, and waste a sin. The National Forests of California, therefore, are so managed that their resources may be used. In spite of the old saying that "You cannot have your loaf and eat it too," it is entirely practicable to eat your loaf and at the same time raise more grain as grist for the grinding. That is why the forester protects the young trees from fire, why he insists that only the old and the mature trees be cut today, why seed trees are left; why, while providing for the utilization of the annual forage crop, he yet insists that the life of that crop shall not be destroyed by overgrazing or killed by trampling.

It has been said that the civilization of any people may be accurately gauged by that self-control which enables them to save sufficient from a present supply in order that they may profit by a harvest. Such action depends largely upon an ability to visualize and capitalize the future. It is only by the exercise of such vision, such forethought and such self-control that our Nation, and California as an integral part of the Nation, may retain her rightful place in the sun. And since, in spite of all substitutes, wood is held to be as indispensable to man's prosperity and progress as water, light or air, forestry now takes its place beside agriculture in the very life of our Nation.

ROADSIDE FORESTRY*

By C. M. Goethe

California is proud of her highways, but she might be still more proud of them were they beautified by trees. There is no one who would choose a bleak treeless highway in place of one bordered with trees. The absence of trees means bleakness and bareness. To many the irregular undisturbed growth of native trees along a roadside appeals most, but it is a wonderful and inspiring sight to look down long avenues of regularly placed trees. So much of the native flora is destroyed when land is brought under cultivation that emphasis should be placed on the planting of native trees, such as Monterey pine, redwood, laurel and live oak. This opportunity of replacing in a measure the native forests destroyed should not be overlooked.

Of course, in addition to the pleasure afforded by roadside trees, there are the more practical uses, such as shade, wind breaks, fire wood, and even a crop of nuts or fruit.

The planting of trees along the roadside may fall to the lot of either the individual, the county or the state government. The part that an individual may play is evidenced by the work of Mr. C. E. V. Saunders of Sacramento, whose business carries him over many Northern California counties. He has for many years, during the rainy season, carried with him a supply of California black walnuts selected for their size. While the season is rainy he makes a habit of stamping a series of these into the wet ground with his heel, making almost the natural environment for the

* Secure from the State Forester, Sacramento, California, Bulletin No. 4, entitled: "Street and Highway Planting." This bulletin gives full details as to the most desirable trees for planting and the manner of planting them.

The State Librarian, Sacramento, has a loan collection of slides, accompanied with suitable short talks furnished by the State Forester, which may be obtained by any school.

nut, as it sprouts readily even laying on top of the ground. In this way Mr. Saunders has added quickly, efficiently, and yet with practically no expense except his time, to the roadside forestry of our state.

More than this, he has been contributing to what is even more desirable, the forestration of native trees. The native California walnut is the remnant of an old flora. It has been a native of this state almost from the days of the saber-toothed tiger and of the wild peacock and other animals found fossilized in Southern California, having persisted since the days when camels, elephants and bison were a part of our fauna. Just as the old Virginia families were proud to belong to the F. F. V., so, if the California walnut had a soul, it might be proud to belong to the first families of California.

In another way Mr. Saunders has been of service in roadside forestry. Some ten years ago in a foothill country he was in the habit of stopping at a spring for a drink. It occurred to him to take to this spring several Bartlett pear trees suited to the moist growth around springs. Today these trees bear heavy fruit which are enjoyed by wayfarers who stop at the spring for a drink. In Burmah and other European countries these things are done by the Buddhists who desire to acquire merit, such acts of benevolence extending from the planting of a fruit bearing tree or the placing of a jug at a spring, to even building elaborate rest houses and bungalows for the wayfarer in a country where hotels are often several days' marches apart.

In some countries forestry boards have been organized, with the result that the highways have been beautified. The State Forestry Board, which sees the value of tree planting, has been thus far handicapped in work of this kind because of the lack of funds to establish a nursery.

Roadside forestry applies equally well to the city, for there is no one thing that is more attractive or that adds more to a city's refinement than a well planned and well executed planting of trees along its streets.

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THE JUICY STEAK

By Mrs. Junea W. Kelly

Everyone during his whole life is dependent upon the forests. Therefore, we should take every means to prevent waste and to help plant new forests.

Just to show you boys and girls that the above is true, I will give you one example. Follow the juicy steak from the mountain pasture to the dinner table. Trees are necessary on the watershed to supply water for the grass to grow and for the streams to flow so that cattle will find food and drink. In many places fences are necessary. There must be wood for the posts. The loading and unloading platforms for cattle are made of wood. Did you ever think of the millions of wooden railroad ties under which the wooden cattle cars travel in reaching the market? Even the butcher's wooden chopping block plays its part, and the handles of his saws, hatchets and knives are made of that indispensable product. After it reaches the home the meat is trimmed with wooden-handled knives, fried in a wooden-handled pan and served on a wooden table.

So everything that makes wood scarcer, such as forest fires, wasteful lumbering, and cutting trees without planting new ones, makes the steak cost more and your father and mother must work harder to give you your daily food. Let us, then, all help protect the forests.

WHERE DO OUR CHRISTMAS TREES COME FROM?

Each Christmas in the United States alone, some 5,000,000 Christmas trees are used and many more wasted. True, the forests are here for use and every child should have his Christmas tree. If the trees are taken without thought for the future there will soon be a time when those trees near at hand will become scarce, and on account of long distant transportation only the richer people will be able to afford them. Yet, we are told by our forestry department that if the young trees were cut out judiciously where the stand is too dense the taking of these trees would be a benefit to our forests. Christmas trees would become a by-product of good forestry. Let us insist that our Christmas trees be so taken that their use will be a benefit to the forest rather than a detriment.

In California the Toyon, or Christmas red berry, is extensively used for decoration. There is a law making it a misdemeanor to pick any berries or to offer for sale any berries growing on public or private lands unless, in the case of private land, the owner gives his written consent. As good law-abiding citizens everybody should live up to the spirit of the law. Also the officers of the state should see to its enforcement. This is, however, almost impossible because it is so difficult to prove the source from which the berries are obtained. If the berry is to be protected it seems there should be a law to entirely prohibit its sale.

Some of our wild flowers that are becoming extinct, such as the trillium, mission bells and other members of the lily family, should also be protected. In other words, there should be game laws to protect certain of the plants. Some of our Eastern states—for example, Vermont and Connecticut—already have such laws.

People have become educated to the fact that wild ducks, geese, trout and venison cannot be sold in the market. Why not apply the same principle to the berries and wild flowers?

When picking native greens, berries and flowers, let us remember:

Pick for use, not for abuse,
And leave the most to reproduce.
—The Garden Club of Alameda Co.

CALIFORNIA'S TREES AND FORESTS

By R. F. Hammatt,
United States Forest Service

California's forest trees are known the wide world over. In California alone is to be found the monarch big tree (Sequoia washingtoniana), whose deformed and fire-scarred but always magnificent trunks furnish an unique record of a two thousand year struggle for existence. Here, too, is the redwood (Sequoia sempervirens), which, while commercially so important, yet occupies but a single narrow strip barely twenty-five miles wide along our shores. Its northern limit is the Oregon line, its southern is Monterey Bay, and it flourishes only within the fog belt.

Then there is the aristocratic sugar pine (Pinus lambertiana), king of the pines. It also grows best in our own state. Another native son is found in incense cedar, the wood of which, while often full of defects, is yet so eagerly sought for the manufacture of pencils. Monterey pine (Pinus radiata) is to be found only in the immediate vicinity of the bay of the same name, while the few sole survivors of the dwarfed and gnarled but always picturesque Torrey pine (Pinus torreyana) can be seen (in their native haunts) only in the neighborhood of San Diego.

The forest is the original home of the tree, and it is in the forest that most of our native trees reach their best development. California's forests are extensive, and they, too, are widely known. The commercial, or merchantable, forests of the state cover nearly twenty million acres—roughly one-fifth its total area—and may be divided into three broad but distinct forest regions. The first is the Redwood belt, which lies between the Coast Range and the Pacific Ocean from Monterey Bay to above Crescent City. Here the forest is nearly pure redwood, although Douglas fir enters considerably into the mixture. Second, comes the Sierra region, located in the Sierra Nevada Mountains and striking the two large central valleys of the state on the east. Sugar and western yellow pine (Pinus ponderosa) predominate in this region, although with them are to be found many other species, including three firs (Douglas, white and California red) and incense cedar. On the eastern slope

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of these mountains, sugar pine is less abundant than on the west, and western yellow pine gives way to Jeffrey. The third region, the Northern Coast Range, which includes the forested portions of the Coast Range Mountains from Lake County through Trinity and Siskiyou to the Oregon line, is distinguished from the second principally by the larger percentage of Douglas fir (**Psendotsuga taxifolia**), which occurs with the pines, as well as by large stands of pure fir.

These three regions contain today nearly three hundred million feet of merchantable timber. Two-thirds of this amount is now in private ownership; sixty-five per cent of this two-thirds is within the pine belt and thirty-five per cent in the redwood. Appproximately one-third, or one hundred million feet is owned by the Federal Government, and is within the National Forests, which do not include any of the redwood.

The National Forests, containing 18,000,000 acres of government land, occupy the greater part of both slopes of the Sierras from the Oregon line to the Tehachapi, the Klamath River Mountains, the entire ridges of the Coast Range as far south as Lake County, and the Coast Ranges from near Monterey southward to the Mexican boundary. Within their boundaries are some of the most impressive scenery and finest camping, hunting and fishing grounds still in government ownership within the state. Created primarily to insure a permanent supply of timber and to protect the water supply needed by the people of the State of California for irrigation and domestic use, the National Forests (not to be confused with National Parks) offer, besides, exceptional opportunities for almost every form of recreation.

Many people believe that these forests are reserved from all forms of use, to be held by the Federal Government in perpetuity and for the benefit of future generations only. Such is not the case. As a matter of fact, their resources—timber, forage, water, minerals, recreation—all are for use in the ways which will make them of the greatest good to the greatest number in the long run.

One aim of the Forest Service of the United States Department of Agriculture, which administers them, is to make these forests national playgrounds, where the vacationists, the hiker and the lover of the saddle may find a delightful and, at the same time, a simple, inexpensive outing. Recreation is encouraged. Camping is free and is unrestricted. Public camp grounds equipped with fireplaces, rest houses and, where necessary, domestic water supply systems, have been established for those who may wish to use them. There are, besides, innumerable beautiful camp spots, perhaps less well known, on every road and trail. Sites for summer homes, upon which may be erected the rough-hewn log cabin or the rustic bungalow, may be leased at nominal rates (seldom exceeding $20 a year) if something more than a temporary camp is desired.

You will find yourself under no burdensome restrictions when you use the National Forests for recreation. You may go where you please, pitch camp wherever fancy strikes you, and stay as long as you like. You may have what wood you need free of charge, and forage for your saddle and pack animals. The free use of the government telephone lines, built primarily to aid in fire protection, is yours for the asking. Care with fire, proper, camp sanitation, and conservative use of the camp improvements provided is practically all that is asked of you.

Information about the National Forests, their resources of wood, water, and forage, possibilities for summer homes, location of camp grounds and information about the relation of these resources to the industrial life and growth of our state may be secured from the District Forester at San Francisco.

HOW TO PLANT A TREE

By H. A. Greene, Monterey, Cal.

(Reprinted from The Tri-County Agricultural News)

Since the root tips or last year's roots are the only feeders for a tree, the hole for the reception of one to be transplanted should be double in dimensions, at least, to the outside measurement of the remaining root system. When new roots are sent forth, mellow, fertile soil should be there to receive them. If not convenient to provide special soil use the surface dirt at hand, since it contains more plant food, and pack the same about the roots, leaving no air spaces. The dirt immediately around the roots must be freed from rubbish.

The smaller the ball of earth retained about the roots of the tree to be transplanted or the fewer roots saved, the greater the danger of its starvation.

When the root hairs once shrivel they never revive so prevent their exposure to sun or wind; best keep them covered and with something damp.

If any of the roots of the plants are found to be bruised or broken, cut them off slanting, with a sharp knife.

A root system requires a degree of air so do not bury the tree any deeper than it stood before. Have its upper roots comfortably covered. In planting, hold the tree firmly, about where it is to stand and sift cleaned soil, free from clods, about the roots. Pack carefully but firmly. Should you be planting in the growing season pour water freely into the hole to more firmly pack the soil, but if the plant is dormant and the soil wet, do not use water.

Prune the top of the tree to a few main branches directly above the buds or even with stem only, in order not to tax the roots, for otherwise the transpiration of water from foliage may be too great a draft for the remaining root feeders. For older trees, being transplanted, their tops must be balanced with the root measure, favoring the latter.

Many trees die because persons dislike to destroy the beauty or form of a tree by pruning severely, though a handsomer tree is sooner supplied by adequately cutting away branches.

When a transplanted tree starts to grow, water frequently for a time, at least; see that the soil at the roots is continuously damp.

For a tree to grow vigorously it must be supplied with drainage below. Shallow soil, particularly when clayey earth lies beneath, is unfavorable for tree planting. In many places it is necessary to blast out the bottom of a hole, in rock or hardpan, to get a tree to thrive. With sticky sub-soil drainage must be supplied in one way or another. If the ground is sloping, a system of ditches, not less than three feet deep, connecting with each tree hole should be dug. Broken rock to the depth of about three inches should be placed on the bottom and covered with gravel or sand.

Keep the soil around the tree loosened up, don't allow it to cake or crack, also pull out weeds. This will prevent excessive evaporation; it will help matters to use a mulch.

To plant trees on swampy land spread out the roots on the surface of the ground and turn the soil over them, forming a conical mound. This mound should then be covered by moss or inverted sod. Trees with tap roots are not desirable for this way of planting.

In taking seedlings from the wild only take those growing in the open, unshaded, and better select the smaller ones, about a year old.

Unless a ball of earth is maintained about the roots one should, immediately upon taking the seedling from the ground, dip its roots into a vessel containing mud, thus coating them for protection, then keep covered without excluding air.

Trees having an abundance of fibrous roots are most likely to succeed. "What is worth doing is worth doing well!" This particularly applies to tree planting.

HISTORIC TREES

I. Charter Oak

In history we often see
The record of a noted tree.
We'll now some history pages turn
And note what trees we there discern:
And foremost of this famous band
We think the Charter Oak should stand.
We love to read the story o'er
How Andrus came from England's shore
As governor in this new land,
And ruled it with a tyrant's hand;
How, when he came to Hartford town
Demanding with a haughty frown
The charter of the people's rights,
All suddenly out went the lights;
And, ere again they re-appeared,
The charter to their hearts endeared
Lay safely in this hollow tree,
Guard of the people's liberty.
All honor, then, to Wadsworth's name,
Who gave the Charter Oak its fame.

II. Liberty Elm

Another very famous tree
Was called the Elm of Liberty.
Beneath its shade the patriots bold
For tyranny their hatred told.
Upon its branches high and free
Was often hung in effigy
Such persons as the patriots thought
Opposed the freedom which they sought.
In war time, oft beneath this tree
The people prayed for victory;
And when at last the old tree fell
There sadly rang each Boston bell.

III. Washington Elm

In Cambridge there is standing yet
A tree we never should forget;
For here, equipped with sword and gun,
There stood our honored Washington,
When of the little patriot band
For freedom's cause he took command.
Despite its age—three hundred years—
Its lofty head it still uprears;
Its mighty arms extending wide,
It stands our country's boasted pride.

IV. Burgoyne's Elm

When, in spite of pride, pomp and boast,
Burgoyne surrendered with his host,
And then was brought to Albany
A prisoner of war to be,
In gratitude for his defeat,
That day, upon the city street,
An elm was planted, which they say
Still stands in memory of that day.

V.—The Treaty Elm

Within the Quaker City's realm,
There stood the famous Treaty Elm.
Here, with its sheltering boughs above,
Good William Penn, in peace and love,
The Indians met, and there agreed
Upon that treaty which we read
Was never broken, though no oath
Was taken—justice guiding both.
A monument now marks the ground
Where once this honored tree was found.

VI. Tree from Napoleon's Grave

Within a city of the dead,
Near Bunker Hill, just at the head

Of Cotton Mather's grave, there stands
A weeping willow which fond hands
Brought from Napoleon's grave, they say,
In St. Helena, far away.

VII. The Cary Tree

I'll tell you of a sycamore,
And how two poets' names it bore;
Upon Ohio's soil it stands.
'Twas placed there by the childish hands
Of sister poets, and is known
As Alice and Phoebe Cary's own.
One day, when little girls, they found
A sapling lying on the ground;
They planted it with tenderest care
Beside this pleasant highway, where
It grew and thrived and lived to be
To all around, the Cary tree.

VIII. Hamilton Trees

In New York City proudly stand
Thirteen monarchs, lofty, grand,
Their branches tow'ring toward the sun
Are monuments of Hamilton,
Who planted them in pride that we
Had won our cause and liberty—
A tribute, history relates,
To the original thirteen states.

IX. Recitation for School

We reverence these famous trees.
What better monuments than these?
How fitting on each Arbor Day
That we a grateful tribute pay
To poet, statesman, author, friend,
To one whose deeds our hearts commend,
As lovingly we plant a tree
Held sacred to his memory;
A fresh memorial, as each year
New life and buds and leaves appear—
A living monument tree,
True type of immortality.

—Ada Simpson Sherwood.

MATERIAL FOR BIRD AND ARBOR DAY

Birds and Animals of the Western United States

Beautiful Photographic Reproductions in Colors—True to Life and Nature
Size 7x9—Price, Three Cents Each in Lots of 10 or more; 100 or More, at the Rate of $2.75 per 100.
No Orders Filled for Less Than Ten Pictures

The only color plates of the kind in the world. Made by the recent improvements in the art of color photography. These exquisite pictures strike the eye and hold the attention. Every teacher, school and home should have the entire list. You should have them (1) because of their value, (2) you can have them because of their price. The educational value of these plates is wonderful. 75,000,000 printed, 20,000,000 sold the past year, 2,000,000 in one order.

"The delicate coloring in your Passenger Pigeon is a marvel of art."

These pictures are so natural that it almost seems as if the creature represented is going to start out of the page and escape.—Chicago Record-Herald.

The pictures are astonishingly good. I like them so well I shall put them up on the walls of my rustic retreat "Slab Sides."—John Burrroughs.

You have certainly hit upon a method of reproducing colors with remarkable fidelity to nature.—Dr. Elliott Coues.

MILTON BRADLEY CO.
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BIRD AND ARBOR DAY

Under the greenwood tree
Who loves to lie with me
And tune his merry note
Unto the sweet bird's throat;
Come hither, come hither, come hither!
Here shall he see
No enemy
But winter and rough weather.

What is your greenwood tree? The greenwood tree of England meant a forest tree in the full leafy bloom of midsummer. Your greenwood tree may be one of the lofty redwoods, or a eucalyptus, a pepper tree, an umbrella or a lonely joskna. But whatever may be its variety it may have all the charm and romance the world can offer.

Many years ago a plum thicket, consisting of a bunch of scraggly growing wild plum trees, was my most enjoyable playhouse. In the spring the blossoms, snowy white, filled the air with their sweet odors, and to this day there is nothing so fragrant to me as the odor of plum blossoms. Our teacher had a weakness for them and those pupils who were full of guilt used to try to win his favor by keeping his desk covered with blossom-filled branches. The prune and the orange of California and the cherry of far-off Japan are famed in song and story, but the little old plum thicket of my childhood will always have first place in my affections.

Then how we watched the plums as they filled out, turned from green to yellow and then one cheek would begin to glow. The punching process began with the first yellow tint to be followed later by hesitating nibbles, for wild plums have some pucker even at their ripest. The birds did their share of the tasting, too, and such a time as we had altogether. Did you ever eat wild plum jelly? Nothing can be so beautiful or so pungent in flavor as that quivering column that graced the table along with the Thanksgiving turkey. And plum butter! The great stone jars in the cellar that were filled with this delicious concoction spoke eloquently of its popularity. As the glasses and jars were emptied, spring came on and the whole delightful experience could be lived through again.

But whatever your tree is, know all you can about it, its root, its trunk, its branches and leaves, how it looks as you stand under it, in it, or at a distance; what birds nest in it, what insects feed on it, what pests destroy it. The more you know about it the better you will love it and the more deeply it will be impressed upon your mind.

Now that you know what one person's greenwood tree is, wouldn't it be fun to hear about others? Let's make a collection of them. Will you send me the best story about somebody's tree that you can find? I should like to have them. Perhaps you and I together could make a book of them for another Arbor Day. Would someone like to learn this beautiful poem?

I think that I shall never see
A poem lovely as a tree;

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

—Joyce Kilmer.

THE PLANTING OF THE TREE

(Air, "Auld Lang Syne")

In soil the dearest and the best
On which the sun can shine,
We plant thee, tree, in hope today;
O, let our cause be thine!
Strike deep thy roots, wax wide and tall,
That all this truth may know,
Thou art our type of future power,
Like thee, we too shall grow.

Refrain

Like thee, we too shall grow;
Thou art our type of future power;
Like thee, we too shall grow.

In coming years thy kindly shade
The sons of toil shall bless;
Thy beauty and thy grace shall all
With grateful voice confess;
And so our youth in wisdom trained
Shall render service great,
Our schools send sons and daughters forth,
The glory of the state.

—Oregon Arbor and Bird Day Manual, 1912.

A SHASTA LEGEND

By Lucy Hughes Doak

There's a legend full of magic
Which the Indians love to tell,
How from leaves the Mighty Spirit
Formed the birds we love so well.

When the world was in creation
Mountain tops did first appear,
And His steps here first descending,
Blessed the heights since held so dear.

From the dome of Shasta Mountain,
On that new creative morn,
Viewed He every vale and fountain,
In the silence of the dawn.

And, wherever fell His footprints,
Sprang a tree in virgin soil;
Clothed were they in shimm'ring green tints,
Casting shadows over all.

As weeks spread they grew in beauty,
Changed as if by magic spell;
But as still they glowed more brightly,
Softly to the earth they fell.

"Stay, O, stay—you must not leave me—
You're too beautiful to die;
Into feathered sprites I'll change you,
Giving wings that you may fly."

Paused the leaves as if to listen,
  Floating buoyantly along—
In the sunshine, rose and fluttered—
  Bursting into joyous song.

When you see bright plumage darting
  In and out among the trees,
Think of Shasta Indians dreaming
  That the birds were formed from leaves.

That is why in trees they're building,
  For here's guarded safe the nest;
Strong arms fold them as if shielding
  Close up to the mother breast.

Guard ye well the trees of forest;
  Give protection to the bird.
Twixt these there has been close kinship
  Since the forming of the world.
—From American Forestry.

SUGGESTIONS FOR COMPOSITIONS

1. Why is it important to preserve forests in California?

Discuss (1) control of water supply and the flow of streams and rivers; (2) what happens where severe lumbering or fire has destroyed the forests; (3) the necessity for observing certain measures of conservation for the sake of the lumber industry.

2. Make a plan showing what you consider desirable tree, shrub and flower planting along California highways. Suggest ways of interesting organizations and people to gain financial support to carry out such a project.

3. Write a composition on the verses about birds to be found in the poems of James Whitcomb Riley, the "children's poet."

TREE STUDY

Such questions as the following may be asked:
What color are the leaves in summer?
Are they all the same shade of green?
What do the leaves do in summer? In winter?
What color are the leaves in autumn?
Does each tree have its own autumn color? What color do hickories turn?
Do you know any leaves that do not change color? What do we call them?
If the leaves remain on the tree all winter, do they ever fall off?
Why do you like the trees?
Would you like to have your dooryard without trees?
Do you like to go to the woods to play?
Does the grass grow under the trees just the same as it does out in the sunshine?
What gifts does the tree bring to us?
What does the tree give you to eat? Name the fruits. Name the nuts.
To how many of God's creatures does the tree give food? Does the tree help them in any other way?
What do you see in this room that the tree gives to us?
Name everything in the dining room at home that the tree gives to you.
Tell me all the things you see on the way to school that the tree gives to you.
Name all the things that you used when you went away from home on a trip that the tree gives to you.
Tell me all the things you see on the way to school that the tree gives to you.
Name all the things that you use in one day that the tree gives to you.
Name all the things that you used when you went away from home on a trip that the tree gives to you.
Name all the things you ever rode in that are made of wood.
What musical instruments can you think of that are made of wood?
Name five things that you like best that are made of wood.
Name five things that you use most that are made of wood.
What things does the baby use that are made of wood?
What things does grandpa use that are made of wood?

There Are Wonderful Tales About Trees, For the Story Hour*

How they scatter their seeds.
How they protect their buds in winter.
Stories of the carpenter and what he makes of wood.
Stories of toys, household articles, and paper making.
Of lumbering, and building houses and bridges and railroads and boats.
Stories of the log from forest to furniture.
From oak tree to armchair.
From the big tree to the tiny shoe peg.
From the tree to the violin or piano.
From summer sunshine to winter's warm fire.
The tree home of the birds and the squirrels.

BIRDS

For, if we can fill the plastic minds of growing children with thoughts of the beautiful world of nature, with the fascination of the myriads of wee beasties, more wonderful than a circus, we can so saturate them with the good, that no room remains for the morbid, the undesirable, the vicious. Let us teach them to read roadsides as well as books.—C. M. Goethe.

THE VALUE OF BIRDS

Birds are of inestimable value to mankind. Without their unremitting services our gardens and fields would be laid waste by insect pests. But we owe them a greater debt even than this, for the study of birds tends to develop some of the best attributes and impulses of our natures. Among them we find examples of generosity, unselfish devotion, of the love of the mother for offspring, and other estimable qualities. Their industry, patience and ingenuity excite our admiration; their songs inspire us with a love of music and poetry; their beautiful plumages and graceful manners appeal to our esthetic sense; their long migrations to distant lands stimulate our imaginations and tempt us to inquire into the causes of these periodic movements; and, finally, the endless modifications of form and habits by which they are enabled to live under most diverse conditions of food and climate—on land and at sea—invite the student of nature into inexhaustible fields of pleasurable research.—J. Sterling Morton.

THE INVITATION

Take the first step in bird study and you are ticketed for the whole voyage. There is a fascination about it quite overpowering. It fits so well with other things — with fishing, hunting, farming, walking, camping out—with all that takes one to the fields and woods. One may go a-blackberrying and make some rare discovery; or while driving his cow to pasture, hear a new song or make a new observation. Secrets lurk on all sides. There is news in every brush. Expectation is ever on tiptoe. What no man ever saw before may the next moment be revealed to you. What a new interest the woods have! How you long to explore every nook and corner of them!

Ornithology cannot be learned satisfactorily from books. The satisfaction is in learning it from nature. One must have an original experience with the birds. The books are only the guide, the invitation. . . . But let me say, in the same breath, that the books can by no manner of means be dispensed with. . . . The ornithologists divide and subdivide the birds into a great many families, orders, genera, species, etc., which at first sight are apt to confuse and discourage the reader. But any interested person can acquaint himself with most of our song birds by keeping in mind a few general divisions and observing the characteristics of each. By far the greater number of our land birds are either warblers, vireos, fly-catchers, thrushes or finches.—John Burroughs, Alabama Bird Day Book, 1916.

Prepare Exhibition of Bird Posters
(Correlation with School Drawing)

Illustrate such ideas and slogans as:

1. Hunt Birds with a Camera.
2. Birds wanted. (Illustrating bird houses properly placed.)
3. Free lunch-counter.
4. Learn how to attract Birds to your Home Garden. (A food tray; a bird bath; attractively planted trees and shrubs useful for food and shelter.)
5. We help protect the farmers' crops. (Hawks soaring over grain field.)
6. We do our best to keep down the weeds. (Linnet or goldfinch eating thistleseed.)

DISTINCTIVE BEHAVIOR OF COMMON BIRDS

I. **Woodpeckers**, with long, strong bills, climb up and down the trunks of trees bracing with their tails and tapping the bark vigorously.

II. **Hummingbirds** are the smallest birds with irridescent plumage which buzz about flowers extracting nectar and tiny insects with their long needle-shaped bills.

III. **Flycatchers** sit erect with drooping teetering tails, watching alertly for insect prey upon which they pounce in mid-air, afterwards returning to their perch.

IV. **Larks** are birds of sparrow size which walk about (rather than hop) on the ground feeding on weed seeds. Feathers above eye are erectile, giving the appearance of horns, hence the name horned lark, given the only true lark in our state. (The meadowlark belongs to the circle, blackbird family.)

V. **Crows, Ravens and Jays** are good sized birds, with raucus calls and bold behavior, usually inhabiting open fields or wooded areas.

VI. **Blackbirds and Orioles** have bright plumage and usually inhabit open fields. The sexes differ in coloration. Winter flocking is the rule.

VII. **Sparrows and Finches** have stout seed-cracking bills, feed on or near the ground, seldom fly high or far at a time, and are for the most part fine songsters.

VIII. **Tanagers**, remarkable for the brilliant plumage of the males, are birds of the coniferous forests, during the summer, but during migration visit fruit orchards.

IX. **Swallows**, with long pointed wings, skim through the air in graceful and long sustained flights and often perch on telephone wires.

X. **Waxwings** are conspicuous because of a crested head and yellow tipped tail. They are usually seen in large flocks feeding upon berries in trees or bushes. They perch and fly in close-set flocks.

XI. **Shrikes** are usually solitary and choose conspicuous perches. In silhouette a flat-topped head, short neck and hooked bill are evident.

XII. **Vireos**, chubby, large-eyed birds, the color of foliage, are at home on the boughs of trees and sing freely as they glide in and out among the leaves to feed.

* Bulletins relative to California native trees may be procured by schools upon postal request of the California Nature Study League, Capital National Bank Building, Sacramento, California, and the U. S. Forest Service, 114 Sansome street, San Francisco, California.

† For information on California, Audubon Societies, sets of material, buttons, etc., write for information to Mrs. Harriet Williams Myers, 311 N Ave. 66, Los Angeles Calif.

XIII. Warblers are small, tireless, gaily-colored explorers of the twigs of trees and bushes. A few exhibit flycatcher-like habits.

XV. Thrashers and Mockingbirds have long curved bills and long tails, inhabit bushy areas and orchards. They are noisy and possess wonderful ventriloquial and imitative powers.

XVI. Wrens, with tails erect, slip mouse-like about brush heaps, crevices and bushes, though often perching in sight while singing; scolding notes distinctive.

XVII. Creepers, as the name signifies, creep upward on the trunks of trees and the larger limbs, searching for insects in the crevices of the bark, the long curved bill and sharp pointed tail feathers used like a woodpecker's being great aids.

XVIII. Nuthatches are smaller than woodpeckers and have much the same habit of climbing up and down tree-trunks but with a freer wig-wagging motion, often descending head downward.

XIX. Titmice and Chickadees are small, noisy, active, restless birds feeding largely in foliage or on inner limbs. They have fluffy, grayish plumage and short straight bills, with which they often hammer seeds with woodpecker-like blows while holding them with their feet.

XX. Kinglets, tiny, chubby birds with large eyes, move restlessly about in foliage, ever keeping on the move.

XXI. Thrushes, who, with the exception of the **Robin** and **Bluebird,** are very plainly dressed and have spotted breasts, run about on the ground, stopping suddenly in listening attitude.

—Adapted by H. C. Bryant.

SONG

There is ever a song somewhere, my dear,
There is ever a something sings always;
There's the song of the lark when the skies are clear,
And the song of the thrush when the skies are gray.
The sunshine showers across the grain,
And the bluebird trills in the orchard tree;
And in and out, when the eaves drip rain,
The swallows are twittering ceaselessly.

There is ever a song somewhere, my dear,
In the midnight black or the midday blue;
The robin pipes when the sun is here,
And the cricket chirrups the whole night through.
The buds may blow and the fruit may grow,
And the autumn leaves drop crisp and sere;
But whether the sun, or the rain, or the snow,
There is ever a song somewhere, my dear.

There is ever a song somewhere, my dear,
Be the skies above or dark or fair;
There is ever a song that our hearts may hear—
There is ever a song somewhere, my dear—
There is ever a song somewhere!

—James Whitcomb Riley.

(From Alabama Bird Day Book, 1913.)

THE LITTLE NEST

A wonderful thing is a little nest,
A little nest in the tree!
You could not make it,
And neither could I,
As clever as we may be.

But a little bird could weave with its bill
The little nest in the tree,
The wee grassy cup
Where the babies lie,
A secret that few may see.

A wonderful thing is the little bird
That built the nest in the tree!
Its wonderful song
From the tree tops high
Is borne to you and to me!

A wonderful God has given the bird
That made the nest in the tree!
The singer, the song,
The tree and the sky,
What wonderful gifts from Thee!

—Ethel Mildred Towns.

BIRD BIOGRAPHY

What bird is our emblem?
I, said the eagle,
In strength I am regal;
I'm America's emblem.

Who sings on the wing?
I, said the skylark;
From dawn until dark
I sing on the wing.

Whose feathers are downy?
Mine, said the goose,
They're put to good use;
My feathers are downy.

Who builds a hang-nest?
I, said the oriole,
In shape like a bowl;
I build my hang-nest.

Who's pet of the household?
I, said canary,
A right yellow fairy;
I am pet of the household.

Who's poetry's bird?
I, said the dove,
For I coo of love;
I'm poetry's bird.

Who loves to chatter?
I, said the blackbird,
My harsh voice is heard;
I love to chatter.

Whose legs are long?
Mine, said the crane,
I've more legs than brain;
My legs are long.

Who whistles "Bob White"?
I, said the quail,
Across wood and dale;
I whistle "Bob White".

What bird is handsome?
I, said the jay,
With plumes blue and gray;
I'm very handsome.

—Alabama Bird Day Book, 1915.

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32 CLAY ST., SAN FRANCISCO

TO THE WRENS

We've built a little bird-house
For Mr. and Mrs. Wren;
One inch one-eighth, the opening,
So sparrows can't get in.

To make it quite attractive,
We've done our very best;
With corrugated paper
We've lined the little nest.

We've made it fast to branches
Of a leaning cedar tree;
A friendly honeysuckle
Makes it snug as snug can be.

We're waiting now for tenants,
And hope they'll quickly come.
From harm we'll try to guard them,
While making this their home.

Maybe the wrens don't know it,
And yet they're very wise;

Perhaps they'd come more quickly
If we should advertise.

We'll give the rental gratis
As long as they will stay.
Please tell them that—and maybe
They'll come here right away.

Come and see the home provided,
We're sure you'll think it great.
Come, Mr. Wren, we like you;
Come, and bring your little mate.
—John M. Morse.

THE BROKEN WING

In front of my pew sits a maiden—
A little brown wing on her hat,
With its touches of tropical azure,
And the sheen of the sun upon that.

Through the bloom-colored pane shines a glory
By which the vast shadows are stirred.
But I pine for the spirit and splendor
That painted the wings of that bird.

The organ rolls down its great anthem
With the soul of a song it is blent;
But for me, I am sick for the singing
Of one little song that is spent.

The voice of the curate is gentle:
"No sparrow shall fall to the ground."
But the poor broken wing on the bonnet
Is mocking the merciful sound.—Selected.

GAME

THE EQUITY OF THE GAME LAWS

Game laws, like other laws, are made for a definite purpose, and that purpose is a wise one.

No one who has given the subject a moment's serious consideration can fail to see the need of placing restrictions on the taking of wild game, both as to numbers and as to the length of the season in which they can be taken. The difference arises chiefly as to the degree of restriction, and there are inequalities no doubt.

Many of those who criticise the restrictions do it thoughtlessly, not realizing that as civilization pushes out and extends its borders, taking up the wild lands, just so surely are the breeding grounds and habitat of the wild game reduced. The wild bird flies no faster, has no better means of defense, than it had two hundred years ago, but man has increased his efficiency to kill and take a thousandfold; advancing successively from the bow and arrow to a muzzle-loading gun, then to the rapid-firing breechloader with smokeless powder and belt full of cartridges, until finally there has been evolved the "game hog." Should there be any question about the wisdom of, and necessity for, these restrictions?—Chas. Vogelsang.

A LESSON ON FISH AND GAME LAWS

By H. C. Bryant

Man is the greatest enemy of wild birds and animals. Wild life undisturbed succeeds even when many natural enemies are present, but let man come in and hoggishly take a large toll and see the disappearance of fish and of game. To give wild life a chance and assure a perpetual supply, it is necessary to have laws for the protection of birds, animals and fish. Even laws fail to do what we desire if people do not know about them and appreciate their value. To be a conservationist, one must know not only the things to be protected, but also the laws which give them protection. We all ought to know as much about protective laws as the boy scout when he takes a test on conservation and he has to know about the fish and game laws. Here is a short review of California's fish and game laws which is designed to teach you some of the main features regarding the laws which give protection to the wild birds, animals and fish of this state. A questionnaire which follows will act as a test as to how much you learned by reading the article.

The first law which gave any protection to game in California was passed by the third state legislature in 1852. Legislation which followed was more or less local in application, but beginning in 1880, protective laws have been given uniform treatment in all countries. Protection for fish and game became more adequate after the hunting license law was passed in 1908. Now, everyone who hunts game in California must own and carry with him a hunting license which, if he is a citizen of the state, costs one dollar. Every grown person who fishes for game fish in California must have a fishing license, which, if he is a citizen of the state, also costs one dollar. However, because fishing has always been a favorite sport of the small boy, an angling license is not required of anyone under 18 years of age. For disobeying fish and game laws one is taken into court and fined, or given a jail sentence, or perhaps both. Fines so collected go into the state's fish and game protective fund.

Since the main object of game laws is to assure the use of a natural surplus and to leave a sufficient breeding stock, most laws have to do with either season or bag limit.

Season

It seems very reasonable that game should not be disturbed or killed during the breeding season. Certainly one would not market cows, leaving calves to starve. Likewise we could not expect to kill deer and quail which were parents of young that would die as a result. Most game birds and mammals rear their young in the spring and early summer, and the first laws having to do with open and closed seasons

NOTICE TO OUR READERS!

The travelogue, Alaska, a Vacation Afloat in Northern Waters, by Geraldine Sartain, has been omitted this month but will be continued in the next issue.

Schools and Teaching in the Far North, by Ruth Thompson, will be concluded in the next issue of the Western Journal of Education.

Typing to Music

with the aid of the

Rational Rhythm Records

By Rupert P. SoRelle

speeds learning, increases efficiency, creates enthusiasm. They are the first successful effort in producing phonograph records especially adapted to teaching rhythm. Planned by Mr. SoRelle, and produced under his personal direction, they are perfectly adapted to the assignments in the

NEW RATIONAL TYPEWRITING

Teachers who have tested them are most enthusiastic in praise of their value and their perfect adaptation to the purpose. The use of the records brings the following advantages:

1. Materially hastens the process of learning.
2. Favorably influences concentration, and materially hastens the acquisition of speed.
3. Produces even impressions, and a rhythmic flow of strokes.
4. Reduces strain of nerves and muscles in the learning stages.
5. Creates interest, arouses enthusiasm, and helps the teacher get better results in teaching.

The records are adapted to any type of disc machine using needles. They are full-toned, resonant, and have the rhythmic beats distinctly marked. They are arranged progressively, starting with low speed, and graduated up to high speed. Each record also has a very flexible speed range. The music you will accept without question.

The record outfit consists of six discs (12 10-inch records) packed in a beautiful, compact, cloth covered, carrying case. Teacher's Manual free with every set. Price $12 a set, net. Individual records not sold, except for replacement.

FREE TRIAL

So sure are we of the merits of these records that we will send them to any teacher or school for three days' free trial.

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The Gregg Publishing Company,
Phelan Bldg., San Francisco.

Send me for three days' free trial a set of Rational Rhythm Records. I agree to handle these records carefully, play them with new needles, and to return them in good condition within three days after receipt if for any reason I do not wish to keep them. If I decide to keep the records, you may charge my account with $12.

Name .....

Position .....

School .....

Address .....

placed a ban on the killing of game during these spring months. At first there was a long season when game might be killed. With the desire to cut down the toll and give wild life better protection, came a lengthening of the closed season and a shortening of the open season.

At the present time a duck hunter may kill ducks only between October 1 and January 15. A deer hunter is allowed an open season of only one month and a half in the fall. One may trap fur-bearing animals from October 15 to March 1. The quail season opens in most of the states on the first day of November and closes on the fifteenth day of January.

Seasons are also given to fish, the open season for trout in most sections of the state being from May 1 to November 1, with protection for these firs during the rest of the year. Black bass still have a long open season of seven months. Even abalones, clams, crabs and spiny lobsters are protected during their breeding seasons.

Sometimes daily seasons are used to limit the numbers taken, hence one is not allowed to shoot between sunset and sunrise, nor anyone take any game fish between one hour after sunset and one hour before sunrise.

It is sometimes necessary to protect animals the year round, especially when their numbers have become so small that there is danger of extermination. The animals given total protection in California are the elk, antelope, mountain sheep, sea otter and beaver. Because so many gray squirrels have died of disease during the past few years, the season has been closed on this animal until September 1, 1925. All birds not hunted for food or sport are given protection with the exception of blue jays, butcher birds, English sparrows, sharp-skinned hawks, Cooper's hawks, duck hawks, great horned owls, California linnets, and blackbirds in the section of the state north of Tehachapi. Blackbirds are protected in Southern California. These birds are black-listed because of their depredations on growing crops. Swans and wild pheasants are among the game birds given protection the year round.

Bag Limits

With increasing numbers of hunters, so many game birds, animals and fish were taken that it became necessary to limit the number a man might take. Some hunters and fishermen were so hoggish that they would take just as many as possible. They failed to think of others who might desire a share. Furthermore, so many were killed that game and fish began to disappear. To improve conditions, laws were passed and now one may take only two buck deer per season, only fifteen rabbits, valley quail or doves per day, but four sage hen or grouse, and but twenty-five trout, black bass, perch or sunfish. These limits allow a man all he can possibly eat or properly utilize, and at the same time reduce the toll so as to give fish and game a chance.

Methods

Lest anyone be allowed to take more than his fair share, laws now prohibit the trapping of any kind of a bird. To use any animal except a dog as a blind to approach any wild bird, to shoot any kind of game from a power boat, sail boat, automobile or airplane, to take trout except by means of hook and line, is now prohibited by law.

A ban is placed on certain types of nets. The size of mesh might be so small as to capture too small fish and consequently the size of mesh is regulated by law.

Non-Sale

When a hunter was allowed to sell the game he had shot and the angler the fish caught, there was an incentive to kill more than his fair share. Consequently, one by one the various game birds were not allowed to be sold; just quail and shore birds and, later on, ducks. The sale of venison or the hide of a deer has long been prohibited. A Federal law prohibits the sale of all migratory birds throughout the country.

Pollution

In early days sawdust from lumber mills was dumped into streams with the result that the fish died in great numbers. Various kinds of mining operations also muddy and pollute the streams unless regulated by law. In recent years oil pumped from ships into the ocean has caused the death of many fish and large numbers of sea birds. The oil, floating on the surface of the water, collects on the feathers of the birds and forms a thick, gummy coating which makes it impossible for the bird to fly or swim and the result is slow starvation.

In order to prevent fish and game from being thus destroyed due to the pollution of water, strict laws prohibit water pollution dangerous to fish and game.

Federal Migratory Bird Treaty Act

In 1916 the United States and Canada entered into a treaty which provided for uniform protection to migratory and insectivorous birds. In the same year the passage of the Migratory Bird Treaty Act made provision for Federal regulations giving added protection to many wild birds. This Federal law, which has been responsible for a remarkable increase of water-fowl, provides among other things for a short open season on water-fowl, for the total protection for most of the shore birds, and for the wood duck and the band-tailed pigeon, as well as for the non-sale of all birds covered by the act. States may give added protection, but may not have longer open seasons or larger bag limits than those provided for in the Federal law.

Law Enforcement

Enforcement of the fish and game laws is in the hands of deputies or game wardens. If you find someone violating the law call your nearest game warden by phone or write one of the three offices of the Fish and Game Commission, which are located in Sacramento, San Francisco and Los Angeles.

QUESTIONNAIRE

1. Who is required to have a hunting license in California?
2. What do we mean by an "open season" on game?
3. Why does a closed season give protection to fish and game?
4. Does a California hunter violate the law if he hunts quail during the months of May and June? Why?
5. Name some mammals and birds given total protection the year round.
6. What song birds are black-listed and given no protection?
7. Why is there a bag limit of fifteen on quail and of twenty-five on ducks?
8. How many trout may a boy take in one day?
9. How many deer may a hunter take in California during a year?
10. What are considered illegal methods of taking fish and game?
11. Can one buy quail or ducks in the market for a sick friend?
12. Why must we limit the taking of game to those who can go afield and get it, and make no provision for those who are unable to go afield?
13. What sources of water pollution are found in this state?
14. How does water pollution in California affect fish and game?
15. For what does the Federal Migratory Treaty Act provide?

Superintendent Horace M. Rebok of Santa Monica, the forceful educational leader whose record as a school administrator has brought him into national prominence, will retire at the close of the school year from his position. This is due to the fact that by a vote of three to two the board of education declared the position vacant June 30, 1924. Superintendent Rebok's thousands of friends will deplore the action of the majority members of the board. Superintendent Rebok in a straightforward, manly statement says: "I have long realized that no one individual is necessary to the welfare of the state, but if this is the reward of devoted and efficient public service, running through 17 years, when my contract expires June 30, of this year, I will no longer be interested in the superintendency of schools, here or elsewhere. I intend to continue to make Santa Monica my home and to enter business here."

Superintendent W. L. Stephens has been re-elected as superintendent of schools for Long Beach with an increase of salary. He will receive under the new contract $7500 per year. Superintendent Stephens is one of the great progressive superintendents of the Pacific States, and his re-election is a reward for faithful service.

Professor John Almack in a letter to the State Teachers' College, San Jose commends the practice teaching that is being done in the Milpitas and Centreville schools. Professor Almack says the spirit of the teachers in the typical school conditions is a great contributor to efficiency. Professor Dias, principal of the Centreville schools, has a splendid record for efficiency, both as a teacher and citizen, and it is fortunate indeed that cadet teachers come in contact with a principal of practical experience and vision.

J. S. Denton, the principal of the Rio Vista Union High School, was awarded $250 dollars damages in his suit for libel against a local paper. Delighted. Professor Denton, who is a genius in wood work, a scholar of the highest type in academic studies as well, was sneeringly called a carpenter by the local paper. As a matter of principle Mr. Denton took the matter to court and won. It is a good lesson to newspaper men who use the columns of their paper without regard to truth, justice or fairness.

WESTERN SCHOOL NEWS

Superintendent J. M. Gwinn and Deputy Superintendent W. H. DeBell will attend the meeting of the Department of Superintendents in Chicago, February 24-28.

Ethel I. Salisbury, head of the department of the course of study of Los Angeles city schools, will attend the meeting of the superintendents in Chicago February 24 to 28.

One of the most noted features of the gathering of the superintendents in Chicago February 24 to 28 will be the breakfast of the Californians, on Monday, February 25.

Because of the great demand by teachers throughout the state, certain courses required by the State Board of Education for Teachers' Certificates are to be offered during the intermission, May 12 to June 21, at the University of California at Berkeley. These courses are in California School Law and in American Government and Constitution. The latter has recently been made a state requirement. These courses will be repeated at the Berkeley and Los Angeles Summer Sessions.

Fred T. Moore, the new representativve of Silver, Burdett & Company, has been sending out letters that are a real service. The following extracts, which are very suggestive about the use of text books, are certainly worth while:

Perhaps you have never attempted to determine definitely just what percentage of teaching efficiency depends upon the text-book. Is it 5 per cent, or 10 per cent, or 20 per cent, or an even greater per cent? If that could be determined, even approximately, would it not be logical when budgeting total teaching costs to provide for text-book expenditures that would approach this with some degree of relativity?

So much has been done in the way of educational measurements, setting up standard, and evaluating the various factors in education that it would not be strange to see a beginning made toward some determination of this important matter.

The enclosed leaflet has "set me thinking." Would not a more liberal expenditure for good text-books increase the efficiency of schools far beyond the money value involved?

Has the true significance of the educational advancement been realized? If not, it is because of some lingering taint of the "old days," or because the growth into their present state of high professional efficiency has been so gradual that it has escaped attention?

If you are interested, I should like to tell you some of the specific things that Silver, Burdett & Company are doing for the advancement of education through intelligent and scientific text-book making.

Minnie M. Gray, county superintendent of schools of Sutter County, is making a campaign for progressive educational advancement among the teachers, children and parents. There was recently organized the Sutter County Teachers' Association. The officers for the year are as follows: Mr. G. W. Spring, president; Mrs. Minnie M. Gray, first vice-president; Mr. Chester D. Winship, second vice-president; Mrs. Edna N. Moore, third vice-president; and Mrs. Pearl Morehead, secretary-treasurer.

The American Historical Association at its annual meeting in Columbus, Ohio, December 22-28, passed a resolution condemning certain newspapers, patriotic societies, fraternal orders, etc., for agitation against a number of textbooks in history and in favor of official censorship. The association commends textbook publishers, authors and teachers who have been loyal and open-minded enough to teach history based on truth and not on local or class prejudices.

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Superintendent A. R. Clifton of Monrovia, chairman of the committee appointed by Mark Keppel in compliance with a resolution of the Los Angeles County teachers, has filed a very interesting report on the financial conditions of the schools of Los Angeles County. The grand jury's report shows that, while the expenditures of money for schools in 1918-1919 were $9,515,788.35 and in 1922-1923 $52,595,738.38, the actual figures from the auditor's books as obtained by the committee showed only $41,042,007.05 for 1922-1923. These figures are interesting and the totals are so enormous that the only conclusion is that Los Angeles County taxpayers believe in splendid buildings, in adequate equipment, in good salaries, and that education pays. The taxpayers vote the bonds, provide the county money and special taxes. Los Angeles County is great, not on account of its climate, not on account of its real estate activity, but on account of its schools.

Mark Keppel sent a check of $60,022 to the State Treasurer for the Teachers' Retirement Salary. This was semi-annual payment of 9660 teachers. There are 350 teachers in Los Angeles County exempt, so that Superintendent Keppel has over 10,000 teachers on the county payroll.

The San Francisco Teachers' Association held an interesting election on February 12 for officers. There were over 1700 votes cast. John Drew, principal of the Humboldt Evening High School, which ranks as one of the best in the United States, was elected.

Eugene Barker, principal of Santa Rosa High School, and Floyd P. Bailey, dean, have arranged with the superintendent of public instruction to offer a course in the Junior College for Teachers on "The Constitution of the United States." Those passing the examination will receive two units of college credits for the work.

Mr. Scott of C. F. Weber & Company, 609 Mission street, San Francisco, delivered a fine address at the convention of the National School Supply Association on legislation and its tendencies in reference to schools and their equipment.

The Postmaster General of the United States has requested that the schools devote February 18 to 25 as better mailing week. Every boy and girl from primary department to post-graduate in our universities should be given "check up" on their ability to address mail matter properly. The taxpayers indirectly pay $1,740,000 to correct the methods of the careless people who use the postal service.

Louisa McDermott and Elizabeth Hauslet have interesting communications in the San Francisco Grade Teachers' Bulletin for February, 1924.

There will be a new department of optometry started by the University of California under direction of the California State Association of Optometrists.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

With the return of more prosperous conditions in the Imperial Valley, Horace C. Coe, county superintendent of schools, has his schools in better shape than ever before. He is assisted in the office by two deputy superintendents, Mrs. Hazel Baker Reed and Miss Lura Kirkpatrick. Rural supervision is in the hands of Mrs. Esther J. Kavanaugh and Miss Estelle H. Keeler. The supervisor of attendance is Mrs. Effie H. Swanson.

A new manual for the use of the public schools of Imperial County has been issued by Horace C. Coe and his county board of education. This manual is exceedingly well worked out, the latest viewpoints of educational leaders have been woven in. Much credit is given to Mrs. Esther J. Kavanaugh, who worked out a greater portion of the manual at the summer session at Berkeley last year.

Miss Evelyn Bowman, acting county librarian of Imperial County, expects to take the State Library Board's examination in June.

The Imperial County Board of Education includes three new members—Geo. R. Momyer, principal of the Brawley High School; B. M. Gruwell, district superintendent of Holtville grammar schools, and Mrs. Hattie A. Spencer, principal of the Imperial Grammar School. Mr. Momyer has been elected president for this year.

Mrs. Grace Farrell, member of the Imperial County Board of Education, teaches in the Jasper school.

A. P. Shibley, district superintendent of El Centro schools, has charge of five schools and some 1200 pupils. The enrollment of El Centro schools is increasing rapidly and is surpassing that of the boom cotton years of 1920-21. Mr. Shibley has been carrying on a vigorous testing program. He has given the Stanford achievement tests to the grades from the fourth to the eighth, inclusive. These tests co-ordinated with mental tests of last year were made the basis for the reorganization of classes. Mr. Shibley has used the Stanford achievement tests successfully with as many as 375 pupils at one time.

Geo. R. Momyer, principal of the Brawley High School, has just moved his school back into the high school building, which was badly wrecked in the disastrous gas explosion of last year.

E. V. Abernathy, principal of the Holtville Union High School, is a Missouri man. Last year he took his Master's Degree in education at the University of Southern California.

M. S. Templeton, district superintendent of the Imperial schools, is making a success of his work in his new position.

Fred H. Eldred, Occidental College graduate, who has been in government work in the East for the last eight years, is teaching science in the El Centro High School.

C. B. Collins, district superintendent of Calexico schools, is one of Imperial County's most active workers in the California Teachers' Association.

Dean S. Richmond, district superintendent of Brawley grammar schools, has his schools crowded more than ever before.

C. R. Prince, district superintendent of the Calipatria schools for the last four years, has been carrying on a continuous constructive program. The grammar school now enrolls over 500 pupils, the largest number in its history.

Paul G. Ward, superintendent of Hemet schools, has his high school students in manual training doing the work on the erection of a gymnasium as a class project. A school year will be taken in the work. As a consequence a $24,000 building is being constructed at a cost of $8,000. A hangar from Marsh Field was purchased for $200 and torn down and moved to the high school campus at Hemet. The girders were erected by outside help, but all of the other work on the building has been and is being done by three groups of students working eighty minutes each. The building is 66 feet by 122 feet; has a stage 30 feet in depth by 38 feet across. Four dressing rooms and boys' showers occupy the structure. A lean-to to the building will be added which will house the offices of the physical education instructor and a bowling alley. The floor of the gymnasium is large enough for two basket ball courts. The building will hold 1500 people and is to be used as a community meeting place for the San Jacinto Valley.

Floyd S. Hayden, principal of the Azusa High School; Ben S. Millikan, principal of the Covina High School, and A. R. Clifton, superintendent of Monrovia city schools, have joined their high schools into a local entertainment circuit. That is, the dramatic and music section of each of the schools present a program at each of the other two schools. In other words, the public speaking students get three times the usual amount of public presentation. The various student bodies enjoy the programs immensely.

F. W. Whitney, principal of the Banning High School, and C. O. Harvey, district superintendent of the Beaumont schools, have both been active in the securing of community cement tennis courts for their respective communities.

Miss Margaret Van Voorhees has been appointed director of physical education in the San Diego County schools by Miss Ada York, county superintendent. Miss Van Voorhees succeeds Miss Jessie Rand Tanner of the San Diego Teachers' College, who was giving part-time to the work.

Pasadena has just put into operation the second term of school three junior high schools and one vocational training school instead of the one junior high school previously mentioned. These schools are the Washington Junior High School, the Marshall Junior High, and the Wilson Vocational School.

SOME OLD INSTITUTE MEMORIES

By John Brent

The season of teachers' institutes is about past. "The tumult and the shouting cease," to quote without either irony or sarcasm, and teachers return to their tasks, putting, let us trust, new faith in the prayer, "Lord God of Hosts, be with us yet." I wonder how many of the teachers of today realize that their institutes have had a history, have contributed materially to teaching as a profession and to their present professional recognition, such as it is.

The writer, drawn by an interest that called from the far past, wandered into several of these gatherings this fall. Always, by way of contrast, they revived institute experiences of older days, when he himself taught district schools in the Mississippi Valley. Our institutes lasted never less than a full week, five and a half days, and sometimes two full weeks. They were imitators of the old academic normal schools—that is, they aimed largely at patching up the early schooling of those who were about to teach and who faced the examination for teachers' certificate which commonly followed the institute. In connection with the present, the great defect of the early teachers' institute was a lack of competent instructors. Except for a very few, they were without the grand vision, devoid of a sense of relative values, tempted often to entertain more than to instruct. For the most part they were in earnest, but they stood unseeing at the portals of institute development.

Sentiment used sometimes to run away with the lecturer. I recall one who opened his work about as follows:

"Fellow teachers: Before I approach the more immediate problems of class work, I feel it my duty to touch on something very dear to me, a treasure which I have long carried, always shall carry, in my pocket." Here he drew out his pocketbook and took from it a folded letter. "You see this paper! It contains what should be dear to every true American. It is a letter—a letter written by Abraham Lincoln—written by his own hand—the original! Think of it! An autographic letter of our honored and martyred President! Think of it! I place this chair here. I lay the letter carefully upon it. It must not be handled. The line will form in the outer aisle on my left. You may all now pass up that aisle, past the chair and view this letter." Such, not uncommonly, was the introduction to institute programs, or to a talk on United States history and history teaching.

That reminds me of another "up the left aisle" episode. The superintendent of a very large county evidently had notions about the social amenities, for after the two chief instructors had each spoken, he marshalled us up the left aisle with instructions to pass by them as they stood on each side of the pulpit, reach up and shake hands with them. We did it with due solemnity, and returned to our seats without anyone's speaking and, so far as I can recall, without so much as a smile.

That effort at launching an institute was very much to be preferred, however, to the effort of another county superintendent I recall. What strength he had was always getting lost in vain originalities. Not believing in institutes, as they were known in his day, or in the expenditure of public money for them, he gruffly opened one of his own institutes, in substance as follows:

Teachers: You all know what I think of institutes. A waste of time and money. Ought to change the law. But the law has forced me to call this one. So I have here three instructors (pointing). I don't know if they have anything to say that will do you any good. But here they are." Except to call their names that was all the introduction they had.

Relative values? They were too often conspicuous for their absence. Many of those early teachers were civil war veterans, specially interested in the history of the civil war. We listened to long detailed descriptions of battles and campaigns they had been engaged in. There was seldom any self display; but those campaigns still meant much to them, were important, and so they gave us, in the fullness of their memories, history which we could never use. Those were the days, too, of the trick problems in arithmetic, of utterly irrelevant data in geography. We used to watch (it wasn't always an understanding listening) the instructors handle these irrelevancies by the hour. The days of carefully selected and organized subject matter had not yet dawned. So if you could pronounce Popocatepetl and Gila correctly, you passed as a paragon of geographic knowledge, whether you could locate them or give an account of their significance or not.

The early institutes did bring about an interchange of experience and ideas among teachers. Regular experience meetings were held. But they also had their temptations. For example, there was the local teacher who had been called upon for a few words on expression. He was supposed to know about expression, for he was reputed to have been an actor; though whether he had left a more lucrative for a less lucrative profession, or vice versa, we never knew. Anyway, he started a discourse on expression from the actor's viewpoint. He told us that actors were trained to express various emotions voluntarily; that, for example, they were even trained to shed tears at will so as to express deep sorrow; that he could do it; that he would show us he could. And he did, for he had the trick. He dropped his head slightly to the right, assumed a doleful expression, blinked a few times, and presently the tears coursed down his face.

The veteran of the old district school had his stories to tell. I recall one who had belonged to the very early days, when the school house was a rough and ready affair, and when it was often said the teacher had to thrash all the big boys to hold his school. He told us of how he mastered his first school. He had heard how tough it was. So when he appeared the first morning he carried an ax—but said nothing. Entering the school he stood the ax against the wall behind his chair—but said nothing. For a time the wonder and curiosity of the scholars held mischief in abeyance; but finally one or two of the big boys grew restless and began to create disturbance. Then the school master reached back, grasped his ax, and hurled it down the center aisle the entire length of the room to the rear wall, where it buried its blade an inch or more and hung menacingly above the blackboard. That, at least, was his story.

On one occasion we sat through a long discussion as to whether a drunkard gets up early in the morning or not. A majority agreed that he did; he'd be on hand for a drink with the first opening of a bar. I do not mean to imply that these aberrations were the rule at institute sittings. They were not, for we generally recited American history all over again, reviewed our geography, reviewed arithmetic and picked up bits of physiology and hygiene. But they do suggest the temptations, too strong always to be overcome in the days when there was no developed sense of proportion and the interchange of experience could not resist growing daring, if not thrilling.

The old institute days even produced some inspiring institute instructors. Let me pay tribute to one Jonathan Piper, who in his later years represented a book company, but who had mastered didactics, it was evident, in the days when he had been a school man. He seldom expressed views as to what the subject matter should be, but took it as he found it in the texts and showed us how to teach it. He could do that with every subject. He came before our institute one year, announcing that reading, which he was about to discuss, was the most important subject in the curriculum. An hour later he took up arithmetic, saying: "This is the most important subject in the curriculum." In the same way hour by hour followed history, geography, writing, civil government, each in its turn the most important subject in the curriculum, until finally this whimsical attack of his subjects began to take on meaning and point in the minds of teachers. In later years California institutes knew one instructor, at least, who was like Piper in didactic versatility—Thomas Heaton. As a methodologist he was inexhaustible.

In spite of the fact that institutes were, for years, exploited by all the "isms" there were, fairly early they began to enjoy special lectures by leaders in thought and doctrine, purveyors of more liberal culture, inspiration and ideals. They were the forerunners of the modern institute lecturers.

Came, then, the years of the doctrinal renaissance of teaching. Formal psychology

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stepped into the educational circle; teaching practise was recast as pedagogy. New languages, pedagogese and psychologish, were spoken. Institutes began to demand instructors who could speak them. This line of development, too, had its callow-stage. I recall one institute some twenty-five years ago in Nebraska to which three philosophic-minded instructors were brought from a distance. The first spoke the new lingo. The teachers were impressed; but his two co-laborers even more so. Each, in his turn, vied with his predecessors in philosophic flights on wings of Hegelian terminology, until it became evident that a three-cornered contest was being staged. I think the teachers rather enjoyed it. Such things really had to be, you know, so that they might be outgrown. It was the same with child-study, and experimental psychology. They had to proselyte before they were really ready for utterance. The propagandist is always exposed to the refiner's fire. Thus, for example, was the young but earnest institute worker who was deeply interested in hypnotism and suggestion. In fact, he was pretty well read on it, though he had had no practical experience. Before one institute he told the stock story of how to hypnotize a hen. One of those perennial iconoclasts who are always present, challenged the truth of the lecturer's claim, and at the next lecture produced the hen for a demonstration. Of course the speaker had to try, and of course he failed. His stock fell before the institute; but only over night, for he took that hen with him and before the next day had taught it how to be hypnotized.

So the development went on. A good deal of chaff was blown away. A lot of fine wheat remained, at least in this sense—that institute instruction in the main came to have a vital bearing on large school issues, on practical problems. In a more balanced, better proportioned way, it came to be distinctive of the teaching profession.

In California, I understand, we have one phase of institute development, peculiar to the state. I refer to the more or less intimate connection of county and city institutes with state-wide teachers' associations. For organization purposes and for the professional strength that belongs to strong organization, this connection has been good. It may be a moot question whether it makes as readily for greater practical efficiency in the individual. For already some counties are not only breaking away to handle local issues occasionally, but they are even breaking the counties up in small gatherings, particularly their practical problems, and thus calling out the teachers individually.

The high school at Calipatria has just moved into a modern, up-to-date $150,000 plant. The high school building is located on a 20-acre plot on the highway west of town. It is a two-story structure. The arrangements of rooms are particularly apt. Offices, classrooms, domestic science department, chemistry and physic rooms, bookkeeping department, are excellently provided for. There is an attractive library room and a fine music room with stage for dramatics and public speaking. Mr. Prince has planned the building not only for the present, but also with an eye toward future growth. Shops and an athletic building occupy the outside grounds. Calipatria Union High School now enrolls some eighty students.

Miss Myrta L. McClellan, instructor in geography at the University of California, Southern Branch, has taken out a leave of absence. Miss McClellan will attend the University of Chicago, where she will work on her Master's Thesis. Miss McClellan will reach Chicago via the Panama Canal and New York. Her steamship will make numerous Latin American stops.

Harry L. Howe, principal of the Coachella Valley Union High School, has charge of a high school in perhaps one of the most unique sections of the Western United States. The great Coachella Valley lies between the San Bernardino and San Jacinto mountains—a vast dry desert land, with drifting sands and stunted desert plants. The mountains on either side are jagged rock heaps, brown and gray in color. To the west lies Mount San Jacinto, snow covered many months of the year.

From these mountains seep the waters that bubble to the surface from deep-drilled artesian wells, from which the water for irrigation is obtained.

Here is where the date farms of America are found, owned by white people and cultivated mostly by Mexican labor. Here the Deglet Noors ripen in abundance. This is a real land of little rain, for the average yearly rainfall is two inches.

Mr. Howe's high school district is only 150 miles across. The high school is situated three miles from the town of Coachella, off the state highway on a level plain.

The high school children hold classes out of doors the whole year round as the present school building is open to the air. It is a square building constructed around a grass court, out upon which all rooms open with folding doors.

A new building is being erected at a cost of $50,000. This new building has been planned by Mr. Howe. In its arrangements it has been built to meet desert conditions and is wonderfully well adapted for that purpose.

In his work Mr. Howe is ably assisted by his vice-principal, Miss Martha J. Brown, and his corps of six teachers. The enrollment this year numbers 112.

George M. Green, principal of the Inglewood High School, is superintending the expenditure of a $200,000 bond issue. Fifty thousand dollars is being spent in the construction of a boys' gymnasium; $150,000 will be spent for a twenty-room classroom building in which there will be a study hall for juniors and seniors. English, history and mathematics classes will be held in this building. This structure will relieve the crowdedness in the other buildings of the Inglewood plant. The Inglewood High School now enrolls 1227.

Ben S. Millikan, principal of the Covina Union High School, has won a very close bond election for $200,000. The vote was three over the necessary two-thirds. One hundred thousand dollars of this amount will be spent for a science building; $50,000 for an addition to the auditorium; $25,000 on shops, and $15,000 on a new athletic field. The high school gymnasium recently burned down and will be replaced. Twelve thousand dollars insurance was received. This is the sixth year of Mr. Millikan's work at Covina. The school enrollment has increased 100 per cent and now numbers 395.

Harold V. Hartshorn, principal of the Perris High School, has been doing some very intensive work in the training of the high school debaters. He is training them to think and talk on their feet rather than to rely on memorized notes.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

Miss Thelma Brackett, librarian of Siskiyou County Free Library, sends the following report of the meeting of the Ninth District of the California Library Association, which met at Yreka on February 1st and 2nd. In sending out the invitations as president of the district, Miss Brackett told the librarians that snow had been ordered and a good cold reception was promised. She says: "While but few members were able to attend, those present made up in quality for the lack of quantity. Plans had been made in the fall for a snow party. It was not realized that the entire state would suffer from a phenomenally dry winter as a result.

The meeting Friday evening accordingly opened with apologies by the president for the misrepresentations contained in the invitations. Mrs. Clarence Soule was the first speaker of the evening. Her topic was "The Door in the Wall." Mrs. Soule has an unquenchable enthusiasm for books, and she has as well the ability to share her appreciation with others. Her talk ably demonstrated how valuable may be the door of books in which might otherwise prove a blank wall of existence.

Mr. Milton J. Ferguson, state librarian, gave a talk on "Some Things Worth While." He spoke of the effect of moving pictures and books of exaggerated types, which render the individual incapable of distinguishing the false from the worth while things of life.

Saturday morning was devoted to practical discussions. After a short address by Mr. J. W. Miller, county superintendent of schools, on the relation between school and library, a general discussion on "Guiding the Child's Reading" was led by Mrs. Adams of Trinity County. The points brought out proved the impossibility of trying to solve mountain problems by city methods. Whatever is done to influence the child's choice of books must be accomplished by hacking a trail through the wilderness, with adaptations of the methods now in use.

Miss Blanche Chalfant, librarian of Butte County Free Library, led the second discussion on general problems. Here, practical homely questions of library method were brought up, and if not answered were at least aired and viewed from new angles. As a conclusion to the program, on Sunday, after all the guests had gone, there was a light fall of snow.

Stockton Free Public Library, which serves not only the city of Stockton but also the whole county of San Joaquin, reports a circulation for the year 1923 of 422,-500, an increase over 1922 of 30,023 and a gain over 1920 of 155,922, or 58 per cent.

Work began on January 14th on the new $1,500,000 library building for Los Angeles, on the Normal Hill site. The arrival of a steam shovel, of trucks, and a host of workmen marked an epoch in the history of the city. The members of the library board, the librarian and public-spirited citizens have worked tirelessly to bring to pass the beginning of this great project, and are able to visualize in this work of excavation the beauty of the finished structure.

Mr. Charles F. Woods, librarian of the Riverside Public Library, reports the geographical distribution of the students and graduates of the Riverside Library Service School from its inception in 1913 through the summer of 1923. It is as follows: Alabama, 1; Arizona, 11; California, 293; Colorado, 7; Idaho, 9; Illinois, 2; Indiana, 11; Iowa, 8; Kansas, 1; Massachusetts, 3; Michigan, 4; Missouri, 4; Montana, 7; New Mexico, 10; New Jersey, 1; New York, 5; North Dakota, 1; Ohio, 3; Oklahoma, 4; Oregon, 4; Pennsylvania, 2; South Dakota, 1; Texas, 10; Utah, 2; Washington, 8; West Virginia, 1; Wisconsin, 3; Wyoming, 3; Washington, D. C., 2. There were also three students from British Columbia; one from Hawaii; one from Ontario, and one from Scotland.

Miss Lenala A. Martin, librarian of Lassen County Free Library, sends the following interesting items:

The Monticloa Club of Susanville, a woman's organization, has a thriving art class, which meets once a week in the county library office and is in charge of the county librarian. Italian art is now being studied. The members of the class are very much interested in the course and are determined to take up the art of other countries when finished with Italian art. Two collections of art pictures have been borrowed from the State Library. These pictures have been studied not only by the art class but also by the high school pupils, whose teacher makes a special effort to interest her classes in these pictures. The exhibits have been held in the county library office. We have been very much pleased at the interest of these boys and girls, who come back again and again to look at the pictures. These pupils in the past have never had an opportunity of seeing art collections of any kind or of learning about the great masters. We feel that a good work has been started.

We have been interested to note the amount of service which has been given to the schools during the past seven months. Our service includes all the elementary schools in Lassen County. The result of our investigation is the following:

Number of books, records, maps, pictures (mounted and framed), etc., sent out this year, 7661; value of this material	$9,471.85
Magazine subscriptions, 123; valued at	265.95
Cost to County Library for handling books, etc., supplies and transportation	1,342.34
Books, records, etc., kept over in schools from previous years, 3,-114 valued at	4,367.05
Total value of material used in the schools for the past 7 months	15,447.19
Turned over to the County Library by the schools	3,025 00

It is of interest to pause and consider what is being done in the aggregate for the schools of the state in those counties, forty-two of them, which have county libraries. The brief statement above as to the amount of service rendered in one county illustrates something of the magnitude of the whole. Sometimes rural schools are spoken of as being "less fortunate" than city schools, but with an abundance of books in good condition, with up-to-date maps, current periodicals, pictures, charts, stereographs, music records, and all the other good things that are going out from county libraries to even the remotest schools, they should be congratulated upon their good fortune. It is the city with less careful service for its schools that should awake from its complacency and emulate the work that is being done from day to day and from year to year by county libraries all up and down the state of California.

A pleasant custom has been inaugurated in Fresno, growing out of this thought that it would be agreeable and profitable for neighboring librarians to get together more frequently than once or twice a year. On Saturday afternoon, January 19th, a library luncheon was served at the Hotel Fresno, attended by librarians from as far north as Modesto and as far south as Bakersfield. After the luncheon informal discussions of library problems were held, and a visit was made to the Fresno County Free Library. It is planned to have these informal gatherings at least once in two months.

The twenty-ninth annual meeting of the California Library Association will be held in Pasadena, at the Hotel Huntington, on April 28th, 29th and 30th, and the County Librarians' Convention will be held on the same dates and upon May 1st following. Miss Jeannette M. Drake, librarian of the Pasadena Public Library, is president of the California Library Association, and a fine program is anticipated.

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The following poem was written by W. P. Dean, assistant superintendent of Modesto schools, in commemoration of the building of the Don Pedro dam and the distribution of electricity over the upper San Joaquin Valley:

Through the ages man has pondered;
Bowed his head in awe and wonder;
Worshipped all the giant forces;
Saw in fire and storm and water
Giants battling with each other.
Shrank when forked fire of lightning
Shattered monarchs of the forest;
Swam the flood but felt his weakness,
As in sound of some Niagara
He had dared to brave the rapids.
Did these men of cave and forest,
Pondering on these mighty forces,
Dream their dreams of future power?
Dream their sons' sons should fulfill them?
That the day should come when vision,
Skill, and wisdom, born of freedom—
These should harness, bit and bridle
Flashing lightning, rushing water?
Bid them work for children's children?
Warmth and light for all the people?
Old world kingdoms since have risen,
Shone for centuries, then have fallen;
Others built upon their ashes;
They in turn to follow after;
Since the first men glimpsed the vision
Of this blessing for all people.
But the land of its fulfillment
Must be far from old world princes;
Must be free for mind and conscience;
Such a land is California.
'Twas not chance that it was destined
The fulfillment should be westward,
Far from all the old world failures,
Farthest outpost of the west-land.
Here are mountains high and wooded,
Holding back the snows of winter
Till the warmest days of summer
Call the cool life-giving water
Down a hundred rugged rivers
To refresh the sun-parched valleys.
Vision, will and skill have triumphed;
Fields of green and cattle feeding;
Vines and trees with branches loaded;
Watered by the snow of mountains.
Silver cords unite the firesides,
Thro' which flow the lightning flashes.
Turning wheels of farm and factory,
Spreading warmth and light before it.
People of a favored valley,
You are heirs to this great blessing.

Long Beach voted a bond issue January 15 of $4,900,000 for new school buildings, sites and equipment by a majority of sixteen to one. The people of Long Beach by their vote showed their faith in the able administration of Superintendent W. L. Stephens. The bond issue was necessitated by the fact that some 2500 children were on half-day session. This bond issue is scheduled to care for the expansion of the next three years.

Long Beach has just acquired a large amount of new territory by annexation. Catalina Island is now in the Long Beach school district. Fifty thousand dollars of the bond issue is for a high school building on the island. The Wrigley interests (owners of the island) transport all school goods free and give passes to school supervisors who visit the island.

An east-end high school is proposed with a site of fifteen to twenty acres and buildings and equipment costing $1,150,000.

The Jefferson junior high school and the Franklin junior high school, of a capacity now of 1000, are to be increased to a 1500 capacity at a cost of some $690,000. Seven hundred thousand dollars is scheduled for a new north-side junior high school; $2,310,000 will be spent enlarging some fourteen present school plants, and in the securing of future sites.

The tremendous growth of Long Beach is shown in the last ten-year cycle. In 1912-13 the enrollment was 6,518; in 1922-23 it was 19,984.

For the promotion of thrift among school children, S. H. Thompson, superintendent of Whittier grammar schools, has inaugurated a system that is different and highly successful. The thrift campaign has been organized more in the form of a contest between the different schools and between the classes in each school. The teacher is merely a report taker of the classes' progress each month. The school authorities handle no money. Each individual child must go to his own bank, make his own deposits, and learn the rudiments of banking from early contact with a real banking institution. Every month the children up through the fifth grade bring a report from their parents of the amount they have deposited in a savings account; the upper grade children bring their bank books so that the teacher can make a report.

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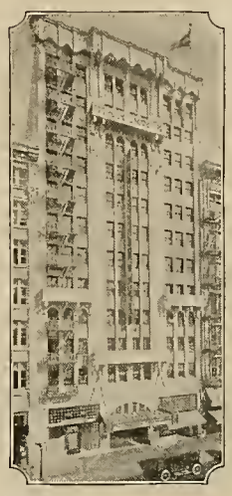
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EXCHANGE OF IDEAS AND DEVICES

Conducted by Sylvia Starr

Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.

Dear Sylvia Starr: Here is a suggestion for spring. Mounted and pressed flowers used in nature study booklets may be kept in good condition by placing smooth tissue paper over them. The tissue paper may be fastened at the corners with sections of Dennison's labels. Lyndell Michener.

Sylvia Star: One of your contributors asked for seat work devices a few months ago. As I teach a country school I have to have many devices on hand and am glad to "pass them on" if they will be of service.

Each month my little folk make sewing cards. Some of the month-by-month cards are:

September—Apple.
October—Pumpkin.
November—Wigwam.
December—Stocking.
January—Eskimo House.
February—Hatchet.
March—Rabbit.
April—Umbrella.
May—Chicken.
June—Watering-pot.

When the children are learning the days of the week I have the children write sentences suggestive of their activities on each day. For instance: "I go to church on Sunday;;" "We study flowers, plants and birds in school on Monday;" "I take my music lesson on Tuesday," etc. The children are very much interested in having something on each day that no other child does, if possible.

Colored lentils are excellent to work with. I have squares of cardboard that fit the tops of the desks. These cards have holes punched in them in regular rows, each hole is large enough to hold one lentil. I give directions to fill the top row with yellow lentils, the next row with blue, etc. Sometimes it is a number game and perhaps four red lentils are to be placed in the top row; ten green ones in the next, etc.

If a teacher is in a neighborhood where she can get pussy willows this spring, she kill find that much use can be made of them. As the buds drop off, glue them to sheets of drawing paper and add heads, legs and tails with pencil. Using these buds as bodies, bears, cats, chickens, and other animals may be mad.e

I shall be glad if some teacher will exchange some of her devices with me through your column. Ella Morse.

Dear Sylvia Star: The children in my school are studying birds. In one of our windows we have placed a trough of bird feed, a small basin where the birds can take a bath and a small can of water. By a study of bird charts we are able to attract the kind of bird we wish to study by giving him the food he likes. The trees in our school yard are full of the little songsters as a result of our plan.

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Following Horace Greeley's injunction to "Go West, young man," Mr. Fricke came to San Francisco in 1895. Since that time he has been associated with C. F. Weber

J. W. Fricke, President C. F. Weber & Co., San Francisco, Calif.

& Company and has been a prominent factor in developing the school equipment and supply business on the Coast. He has watched the development of the company's business until now it is one of the big school equipment and supply houses of the nation and occupies a commanding position in the trade among the Pacific Coast and Rocky Mountain states. The company has also developed a large export business principally with Mexico and the Hawaiian Islands.

"Complete Service" and "Everything for the Schools" have always been hobbies with Mr. Fricke. He has taken a special pride in seeking to supply practically every item in the equipment of any school building from the "Little Red Schoolhouse" in the mountain or desert districts to a high school, normal school or university.

He has always been a leader in the new competition of "Quality and Service," holding that no business can be successful without satisfied customers. "Know Your Costs" has been another of his business maxims. The Weber Company was among the first to install a complete cost accounting system. Among the forward-looking policies developed by the company are a bonus system to employes, salesmen's conventions, a service department for school officials, etc.

Interested in larger movements, Mr. Fricke was one of the organizers of the National School Supply Association and since its inception, some six years ago, he has been one of the recognized leaders. His reports are business classics in their terse statement and clear logic. An address he delivered at the 1921 convention in Chicago on "How May We Stabilize Business for 1922" was quoted among business periodicals throughout the nation. He was elected president of the association for 1923 and presided over the convention held in Chicago on January 8, 9, 10 and 11 of the present year.

Although a busy man, Mr. Fricke has always found time for other activities. He is a leader in fraternal life. He has been a wide reader, especially along historical lines. His library contains many rare volumes. Always a devoted follower of Izaak Walton, he maintains a lodge in the Feather River region as headquarters for "limit catches" among the streams of the high Sierras.

Finally, we must add that he is an enthusiastic Californian, enlivening his conversation and writing by a thorough knowledge of the resources, the climate, the growth of his chosen state. Certainly the business he has helped to develop is a real asset to San Francisco and to California.—From January Pacific Stationer.

ADDRESS BY J. W. FRICKE

J. W. Fricke, the president of the National School Supply Association, and also president of the C. F. Weber & Company, in his annual address before the association at Chicago, touched upon many high peaks in progressive education. He advocated the passage of the bill before Congress which will nationalize our education, showing that it would—

1—The removal of illiteracy.

2—The Americanization of the foreign born.

3—The promotion of physical education.

4—The training of teachers.

"New School Buildings in San Francisco" is the title of an article by Ruth Thompson of the editorial staff of Western Journal of Education, which will appear in the April number of the American School Board Journal published in Milwaukee by the Bruce Publishing Company. The article covers the disposal of the $12,000,000 which is being spent in the Bay City on buildings and equipment. General plans and details of certain type buildings are described in the article, which will be illustrated with plans and photographs.

The enrollment of the Los Angeles schools, according to Superintendent Susan Dorsey, has increased from 154,164 to 188,663, an increase of nearly 40,000 pupils in one year. This increased enrollment will necessitate a bond issue for buildings and equipment of between twenty and thirty millions of dollars.

Professor Rowell of Martinez Union High School has been elected principal of the Lancaster Union High School and Professor Warren of Lancaster has been elected principal of the Marysville High School, vice Farris, who has been promoted to an Oakland High School.

A. R. Clifton, superintendent of Monrovia city schools, won a recent bond issue for $126,000 by a majority of 12 to 1. The money will be used to erect a twelve-unit grammar school building. This will make five grammar school buildings in the Monrovia system. In the handling of manual training and household arts Mr. Clifton has excluded the duplicating of equipment by having pupils from the various schools go to one central school for this work. Of recent origin has been the inauguration of a monthly fire inspection trip by Mr. Clifton and the chief of the Monrovia fire department.

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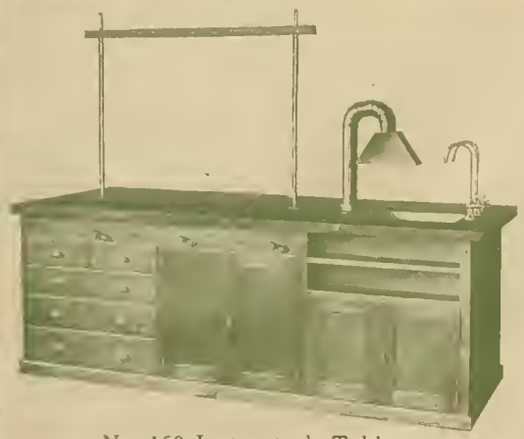

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(Page 6)

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The Western Journal of Education

HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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AN INTERESTING REPORT OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATION ASSOCIATION.

By Supt. Joseph Marr Gwinn

San Francisco, March 4, 1924.

To the Honorable Board of Education.

Ladies and Gentlemen:

There were meeting with the Department of Superintendence of the National Education Association several other departments of the National Education Association and allied organizations. A total of fifteen educational organizations were holding jointly their annual conventions. The program showed seventy-five half-day and evening sessions with 386 scheduled addresses and reports. It is therefore apparent that one could hear but relatively few of the total scheduled addresses. There were more than 12,000 in attendance, chiefly superintendents of schools, principals of elementary and high schools and presidents and members of the faculties of colleges and state normal schools.

The principal theme discussed was the curriculum, with 124 numbers on the program addressed to this subject. These 124 addresses were divided about as follows:

Aims and purposes of the curriculum	30
Manner of making	17
The organization of the curriculum	23
The subject-matter to be contained in the curriculum	23
Methods of instruction	31

The second most discussed subject was administration, with 86 addresses and reports. These dealt with the problems of the board of education and of the school superintendent; also with the problems of the principals and supervisors in their executive functions. Teacher training was given attention in forty-seven addresses, thirty of which related to courses for the preparation of teachers and nineteen for the education of teachers in service. Twenty-five addresses were devoted to vocational education; twenty to citizenship and Americanization; sixteen to finances; thirteen to standards and tests and checking up of school work; and thirteen to educational and vocational guidance.

On the main program of the Department of Superintendence the leading two themes were the curriculum and school finances. The Year Book of the Department of Superintendence was devoted to the curriculum, and Mr. John Norton, director of the department of research of the National Education Association, had a very valuable exhibit on the subject of the curriculum, showing results in curriculum making in many cities in the United States; also setting forth the manner in which the work is done. It is quite apparent that everywhere there is at present a need for a real alignment of aims, methods and matter taught in the schools.

The whole convention seemed to be of one mind that there must be no reduction in the financial support given to public schools. It was pointed out that the public is making great demands on the schools and by law and otherwise requiring many things to be taught which are considered imperative under present social, political and economic conditions. Also it was pointed out that there had been a great increase in the number of children in both the elementary and the high schools. Also that in proportion to the increased income of the American people that the proportion spent on public education is no greater than in the past.

Among the subjects given places on the several programs may also be mentioned the single salary schedule, educational publicity, peace, encouragement, the platoon school, and individual differences among children.

My attention was attracted to the following ideas expressed by some of the speakers: The saying that you can't teach an old dog new tricks may be very good dog psychology, but it is not good human psychology. Success equals two parts personality plus one part intelligence. The differences among children are not merely mental, but also physical, social, moral and differences in achievement. In classifying pupils all of these must be taken into account and not merely their differences in intelligence or achievement. The important thing is for the teacher to recognize the abilities of the individual members of her class.

The resolutions of the Department of Superintendence were directed toward the following subjects: School finances; support of the National Education Association bill; education for international understanding to the end that peace may be permanent; recommended that Congress pass legislation for the public school system of Washington, D. C., so as to make it a model for the nation; the services of teachers, principals and supervisors should receive proper recognition.

Much of the work of the convention was done in committees meeting between the sessions. There were also many interesting exhibits of school furniture, equipment and building plans.

There were many college reunions and dinners. Most of these were held on Wednesday night. Mr. William McAndrews, recently elected to the superintendency of the Chicago public schools, was made president of the Department of Superintendence. President Olive Jones of the National Education Association announced that Miss Mary Mooney of the San Francisco public schools would represent the class-room teachers in an address on the main program for the summer meeting of the National Education Association. The selection of Miss Mooney is a high compliment both to herself and to the San Francisco public schools.

While the convention was the largest we have ever held, it was also among the best. President Dohrmann was an interested attendant on many of the sessions.

THE WORK—STUDY—PLAN AT THE N. E. A.

By Supt. C. C. Hughes, Sacramento

The Chicago Convention of Superintendents was, as usual, a great summer school of education. Every topic, from practically every angle, was discussed by expert and eminent students of education. One was almost in a whirl to know where to go to get the greatest advantage, and it was necessary to choose wisely among the various sections and to take great care not to be sidetracked when the choice had been made.

I was particularly interested in the conference on the Work-Study-Play plan, since Sacramento was one of the very first cities in America to establish such a plan. We worked it out in Sacramento in our own way and gave it our own particular name—the Companion Class Plan—and yet we find it does not differ very greatly from the plan as worked out in other places. Two years ago the first conference was held and there were fifty interested people in attendance, with a very small exhibit. This year the day meeting filled the Tiger Room at the Sherman Hotel, probably 800 in attendance, and at the dinner in the evening there were 280 at table, and the discussion lasted until towards midnight. There was an excellent exhibit. The ques-

tion of building types, or use of the auditorium, and the program of special subjects, was particularly emphasized this year. There was no meeting held during the session in which as much enthusiasm was shown as was shown by those attending the Work-Study-Play conference. It is new and fresh in education, and has back of it a philosophy which is bound to enrich the training of the child; give him greater and broader opportunities; break down much conservatism and tradition, and make teaching a greater pleasure, as well as give more efficient results in terms of training for complete citizenship. In this plan the child is recognized as the future hope of democracy. The school is not simply just kept and the child ground through a fixed course of study. Book learning is no longer the greatest factor. The child is recognized as a social unit who must be trained to take the place in society for which he is intended and in accordance with his ability or capacity. The plan, therefore, sees to it that he is trained to study, trained to play and trained to work; that the result of the schooling will make a well-developed, well-balanced individual, intellectually, physically and morally.

Although it has its economies, the saving of room is a mere by-product, the real value lying in the philosophy behind it—in a freer, better adapted type of training, and in school buildings built, not as a group of class rooms brought together, but in accordance with the program and the type of education to be given.

NEW SCHOOL AT HUNTINGTON BEACH

Dedication of the new $250,000 primary department of the grammar school system in Huntington Beach took place recently with exercises in which the community participated. Educators who took part on the program were Will C. Wood, state superintendent of schools; R. P. Mitchell, Orange county superintendent of schools; Clark H. Reid, superintendent of the Huntington Beach schools; McClelland G. Jones, principal of the Union high school; Irene A. Loose, director of music, and her assistant, Clarine Webb.

The new school is for the primary grades and is the second unit of a system of buildings that will occupy the 15-acre public school park in Huntington Beach. The school is now housing 700 children and some twenty to thirty teachers in its twenty-two rooms.

The site of the Huntington Beach schools is exceptionally beautiful, as it is on an elevation from which may be seen a sweep of ocean and mountains. Before deciding on the new school, Superintendent Clark H. Reid and members of the school board visited schools in various parts of California and in other states.

Every detail of the new two-story building is the latest thing in school buildings.

The Huntington Beach News issued a Grammar School Dedication Edition. Some of the description of the new buildings follows:

"Each of the twenty-two class rooms has two doors into the hall. The windows give ample sunlight and fresh air. The broad window sills provide places for flowers and ferns, potted plants or bowls of California blooming flowers. The floors are tiled and the woodwork varnished in natural colors.

"The blackboards, which have been made by using many coats of blackboard slating over a paper foundation, are placed near to the floor. Above the blackboard is an 18-inch marginal space or border of cork where pictures and school work may be thumb-pinned for exhibit.

"Each room has built-in bookshelves for the class library. Cloak rooms are provided at the rear of each class room. In each cloak room is a teacher's locker for extra supplies and for the teacher's wraps. All class rooms are equipped with electric lights and telephones. All are equipped with clocks and bells, all controlled electrically from a master clock in the superintendent's office in the other building.

"The heating system is in three units. It is of the forced draft type where heated air is forced through large pipes to the rooms, at the same time taking out the cold or exhausted air, and providing constant circulation. This system is considered the most agreeable and healthful. When the rooms or any one room becomes too warm, the electric fans of the furnace system or heating system can be used to force cool fresh air into the rooms.

"Lavatories are provided for practically every class room or a sufficient number so that students of the same age and grade use their own lavatories. There is a central library room for the use of all classes or rooms, although each room has its own library. Another room is to be set aside as a workshop. Weaving, moulding, basket making and other work will be done here.

"There is also a record room and meeting room for holding meetings of the school board and teachers. A teachers' rest room is situated on the second floor just above the main entrance. It is to be comfortably furnished and equipped. The principal's office is to the right of the main entrance. The suite of rooms to the left of the main entrance are to be set aside for the Parent-Teachers Association and for patrons of the school and parents to hold meetings in and for the general use of the public for all public purposes. It is the aim and intention of the school board to have the public use these rooms for many purposes and to come in time to love the 'patrons' rooms' of the new school. In this suite of rooms besides the Parent-Teachers Association room will be the school music room. Another room is to be devoted to the work of the health department and the school nurse.

"A Red Cross or clinic room is to be devoted to children not yet having attained to school age and to babies and mothers."

WESTERN SCHOOL NEWS

The cornerstone of the new building for the San Francisco State Teachers' College was laid March 9 with special ceremonies. Dr. Frederic Burk has been the president of this institution since its establishment.

Summer Session of San Francisco State Teachers' College

We have received a copy of the "Preliminary Announcement" of the courses to be given at the San Francisco State Teachers' College from June 23 to August 1, 1924, under the auspices of the "Educational Service Auxiliary". The regular announcement will be issued May 15; but those interested in the courses to be held may make inquiry at the college for copies of the preliminary announcement.

Grace Stanley will be in charge of one division of the summer session, assisted by Mrs. Adella Samuels, the author of the new book, "The State Demonstration School, Cucamonga."

Miss Caroline Swope, the expert on primary methods, will hold a summer session of teachers at Long Beach, Berkeley and Santa Cruz this summer. Write to Miss Swope at Long Beach. Dr. Harold W. Fairbanks will demonstrate his problem method in geography for elementary grades at each of the schools.

Arthur Chamberlain of the Sierra Educational News was impressario for the breakfast of the Californians in attendance at the Chicago convention of the N. E. A. Department of Superintendence.

C. H. Nielsen, county superintendent of Butte County, issued instructions to all the teachers on the proper observation of Bird and Arbor Day. His statement on the importance of the day is presented in the following sentences:

"Never in the history of our country has there been greater need for conservation. Our natural resources are truly wonderful. Nothing can justify their waste. California has the most wonderful trees in the world, which ought not to be destroyed wantonly. While we may cut down some of the trees, we ought to save stretches of the primeval forest; we should also insist that mountains whose woods have been taken off for lumber shall be reforested. We should show due appreciation of the value of birds to men. We ought also to plan to make the cities and highways of California beautiful through the planting of shade trees.

Galileo High School History Club gave the following series of lectures:

Monday, February 18—"Through Death Valley, The Story of the Government Expedition in 1891", by Mr. Fred W. Koch, Galileo High School. Illustrated.

Monday, March 3—"The Relation of Insects to Public Health", by Prof. W. B. Herms, University of California. This lecture is illustrated by motion pictures.

Monday, March 17—"Microscopic Life in Water", by Dr. C. A. Kofoid, University of California. Illustrated.

Los Angeles Board of Education, under the leadership of Superintendent Susan Dorsey, has decided on a bond election for $34,000,000 for new school buildings and equipment.

Madge Morris Wagner, the author of "The Lure of the Desert", "Autobiography of a Tame Coyote", "The New Liberty Bell", etc., died on February 27, 1924, and was buried in Oak Hill Cemetery, San Jose. Ella Sterling Mighels, the first literary historian of California, will have an article on the writings of Mrs. Wagner in the current issue of the Overland Monthly, Harry Noyes Pratt, editor.

The San Francisco Teachers' Association, John S. Drew president, Frances A. Mooney secretary, has always been in the forefront for the betterment of the teaching profession. At a recent meeting the following resolution was adopted:

"Resolved, That the Teachers' Association of San Francisco respectfully requests that the Board of Education include in its next report to the finance committee of the Board of Supervisors an amount sufficient to increase the salaries of teachers, principals and all other supervisors of this department, two hundred dollars per year."

NEW ADMINISTRATION BUILDING FOR SACRAMENTO SCHOOL DEPARTMENT

Early in January the Sacramento School Administration Department moved into new quarters. The erection of the many modern and beautiful school buildings in Sacramento in the past few years under Superintendent Hughes' administration left it possible to utilize the old Sutter school at the corner of Twenty-first and L streets to bring the entire school administration under one roof. The building has been remodeled and gives adequate space for large attractive offices for all departments. The board rooms are especially attractive. On the evening of the first board meeting held in the new building, the teachers and school officials gave the board and superintendent a most delightful reception.

The supervisors all have their own offices and the business department has roomy, comfortable quarters. A large space for the library provides for the distribution of state texts and supplemental books.

The health department of the Sacramento is one of the best in the state. In their new quarters the school physician, dentists and nurses have the most up-to-date furnishings and equipment. Doctor Edwin P. Patton, who has been at the head of this department for some time past, was recently called east to work with the American Child Health Association. The health department has been a matter of special pride and interest to Superintendent Hughes and a great deal of time and effort were spent in selecting the new head, Dr. Richard G. Soutar, whom he feels will carry on successfully the splendid work of Dr. Patton.

SALINAS

Mr. Arthur Walter, city superintendent of the Salinas schools, is holding this year, March 26th to 29th, Education Music Week. Elaborate programs are being prepared and very excellent work is accomplished, in which the town itself takes a great deal of interest. The contests are held among the upper grades in the naming, history, etc., of classical music. Mr. Walter believes that development of musical appreciation should begin in the lower grades and his department is accomplishing a great deal with the smaller children.

WILLOWS

Frank C. Vincent was recently elected principal of the Willows high school. He is fortunate in having a very pleasing personality combined with a great deal of firmness and should make a very successful principal. Mr. Vincent comes from Bellingham, Washington, where he was for some time past supervisor of industrial and vocational education. Shortly after Mr. Cave became superintendent of the Vallejo schools, Mr. Vincent came down from Washington to become principal of the McKinley school of that city, where he remained for some time prior to accepting the Willows position.

The Board of Education of Houston, Texas, wired Superintendent Harry Bruce Wilson of Berkeley the superintendency at an increase of salary over his present position. Superintendent Wilson, after giving the offer courteous consideration, decided to decline to leave Berkeley. He is carrying forward an educational program for the University City that is far reaching in its influences and so prefers the smaller city with its great educational background to the city of larger population and a greater unit of commercial strength. It is fortunate for Berkeley, and for the West, that Superintendent Wilson remains with us. His educational ideals and leadership are worth while.

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Students desiring credit for courses taken in the Summer School to apply toward degrees should consult the Registrar.

Early registration is always desirable. Students may register for the Summer Session at any time during March, April, May and June. Definite class assignments will be made on Saturday, June 21, and Monday, June 23. Class work will begin on Tuesday, June 24.

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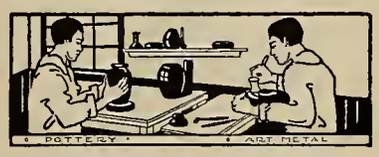

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CO-OPERATION—THAT WORKS

By Irmagarde Richards

Any city, of course, that has good schools is proud of them. The citizens are likely to boast of them, on suitable occasions. But it is not usual for a city to adopt its schools as the subject for a regular "booster campaign", for the avowed purpose of increasing the local population.

Any city superintendent, of course, depends on the interest and support of his townsmen for the success of his school program. But few superintendents have succeeded in "selling" their school programs to the body of citizens so effectively as Superintendent Adams, in Santa Cruz.

His achievement is a splendid example of what we call "co-operation", which means in shorter syllables, "You help me and I'll help you."

Santa Cruz is an old town, as California cities go. It used to be a very prosperous, hustling little city, the port of shipment for a booming lumber industry. It had its aristocracy of wealth, fine show houses, prancing teams and handsome coaches, with colored coachmen in gay livery! But today the hills are timbered off. The gay turnout of other days has not been replaced in the quiet streets by the modern equivalent of wealth and fashion. No ships enter or leave its lovely harbor.

Santa Cruz is an old town, as California cities go—a mission city on the old highway around the Monterey Peninsula. It was the port of shipment for a booming lumber industry. It had its aristocracy of wealth, fine showy houses, prancing teams and handsome coaches, with colored coachmen in gay livery! But today the hills are timbered off, and with all the beauty of wooded mountains overlooking a bay as blue as Naples', Santa Cruz must seek its future wealth in resources that stay after timber goes. Its harbor and mile-long dock in the sheltered Monterey Bay invite the fishing fleets and the shipper, and the proposed Skyline Boulevard will attract every tourist turning south from San Francisco.

It has, like most California towns, its chamber of commerce, its boosting programs, its hopes and plans for prosperity, increased population, and substantial growth along lines that will be permanent. In making a bid for new settlers it can truthfully offer, like many other California towns, the advantages of the loveliest climate in the world. A fertile, sunny back country famous for fruit and poultry production. An unsurpassed beach for summer bathing. At about this point the chamber of commerce ran out of distinctive ammunition. In such a state as California what was there truthfully to tell the world about Santa Cruz that would make her stand out definite and alone as the city that every good Santa Cruzan dreams will come true?

At about this point their new city superintendent of schools, Superintendent Karl F. Adams, was called to this position from Seattle, Washington.

The new superintendent, like any good school man, was quick to survey his field, and to realize its many moods. A program of school improvement rapidly took form in his vision. But how to put it into effect?

Being a good business man as well as a good school man, he went to the Chamber of Commerce, or rather to citizens of Santa Cruz, as represented by their Chamber of Commerce. To them he said, "Look here, if you'll help me, I'll help you." (Technically, this is called "initiating a program of co-operation.") "I need a lot of things for the schools," said this direct superintendent, "new buildings, more teachers, more varied instruction. If you'll help me to get them, I'll help you to sell Santa Cruz real estate." Queer proposition from a school man, wasn't it? But as sound and practical as if it had originated with a banker. "It's all very well," said he, "to get big conventions here, although it is true they don't stay long. Summer bathers are all right, while they last. The nice climate will attract a lot of elderly people who want a sunny, comfortable home, and we want such people, too. But what we specially want is lively, ambitious young couples, with children. Men and women with their best productive years ahead of them, and the best incentive for industry and production, a growing family. What will attract such families? The climate of course, the good soil, good farm opportunities, business opportunities. But their first thought is for their children. What is the best bait to get their interest? Schools! Good schools, the very best schools to be had anywhere. Say we have them! Boost them! Make them better! Tell them how good they are! And you'll have the one best bet in the world to win new settlers of the very finest type.

Santa Cruz got the idea and followed it up with enthusiasm. Followed up both sides of it, for their superintendent was careful to emphasize, "I'll help you if you'll help me. Give me funds and support and I'll deliver the goods—attractive schools, good teaching, the best modern methods, and a many-sided system enriched to meet the many needs of modern life."

By all reports both parties to this very sensible pact are doing their share enthusiastically. A united and loyal citizenship backs its superintendent heartily, and gets out glowing literature to "tell the world" that Santa Cruz has the very school your boy and girl ought to be attending. Superintendent Adams on his side has built up a splendid and far-reaching program that already begins to materialize in substantial evidences of progress.

There is nothing new or startling about this program, except that he is putting it over—with the warm support of his people! It includes good modern buildings, well-kept grounds and play spaces, a health program, inspection of the children, hot lunches, good milk; junior high schools, vocational and part-time classes, adult night schools, valuable extension lectures—all the wonderful machinery of the efficient modern school system. Nothing new, except in this—such an ambitious program is usually found only in the larger and richer cities. In this case the remarkable thing is that one man's vision and faith has put over such a program in a small community, not as a luxury which it could well afford, but as a straight business asset, in which it had to invest for the sake of its future prosperity.

While in general Mr. Adams' program is similar to that of other good city schools, Santa Cruz, on account of its special advantages, has offered him an unusual opportunity for summer school work. The delightful climate and the fine bathing beach draw thousands of visitors each year for the summer months. Taking advantage of this fact, Mr. Adams is planning to add still other substantial attractions for the summer holidays.

Miss Caroline Swope, who is so well and so favorably known among teachers for her summer school courses, is planning, at Mr. Adams' invitation, to offer at Santa Cruz a three weeks' session this coming season. Here again the community is lending practical co-operation to this educational plan, putting at Miss Swope's disposal excellent school facilities and the hearty support of its mediums of publicity, while special inducements in the way of accommodations and rates will be provided for the members of these courses. Both Miss Swope and the community will immediately benefit by this co-operation, while Mr. Adams expects his schools to benefit by the opportunity thus available to his teachers.

The younger summer visitors are not neglected in Mr. Adams' plans, which include a half day summer session for all grades from kindergarten to high school. This will be a valuable inducement for summer residence to parents whose children for one reason or another would benefit by the advantages of summer classes. So confident is Mr. Adams of the excellent instruction that will be givevn in these courses that he expects many of the summer session children to become permanent citizens of Santa Cruz! No doubt they will, and the members of the Chamber of Commerce will sell their parents real estate!

So it seems to be working, this simple, direct plan of "You help me and I'll help you." Santa Cruz is proud of her superintendent and her schools, and boosts them heartily, while Mr. Adams boasts, "I have the best and most efficient board of education, the most wonderful parent-teachers' association, and the most loyal support of any superintendent in the state!"

Santa Cruz is a city of good schools; watch her grow!!

Elements of Costume Design, by Marie Downs and Florence O'Leary: This little volume is a high school text for students in the first and second year and it is an elementary application of the teaching of principles of design to clothing. For teachers who have had limited training in art and for those who received training before design was considered a vital part of the courses in sewing, this book will be found especially helpful. The book begins with fundamentals—such as the proportions of the human figure and how to make a personal application of the same; appropriateness, suitability, the artistic side of clothes and the various kinds needed in the ordinary wardrobe, combine to make the book practical. At the conclusion of each lesson exercises are given. Twenty full-page illustrations by Louise Sarrazin add to the value of the lessons. (The Bruce Publishing Company, 129 Michigan street, Milwaukee, Wis. Price $0.90 net.)

The Story of Chocolate*

By
BARBARA
REID
ROBSON

IT is hard to realize as one sips a cup of chocolate today, how much romance, how much legendary tradition and historical association surround the modest cacao bean.

In 1519 after Cortez, Spanish adventurer, ended his long and perilous sea voyage to the Mexican Coast, he marched inland and conquered the ancient Aztecs, over whom Montezuma ruled. Here he found this great monarch living in luxurious surroundings and saw the Emperor and his court drinking a delicious beverage, "chocolate," flavored with vanilla and spices. It was so prepared as to be reduced to "a froth of the consistency of honey," and was served in goblets of gold with spoons of finely-wrought tortoise shell.

When Cortez returned to the court of Spain in 1528 with collections of minerals, animals and plants to show the resources of the new country, he taught the Europeans to prepare the beverage "Chocolate." Then the Aztec name passed into English as the words cocoa or cacao and chocolate.

De Condolle, in "Origin of Cultivated Plants," tells us that the cacao tree has been in cultivation in America for three or four thousand years, but did not come into commercial prominence until the conquest of Mexico. For some years after its introduction into Europe the Spaniards kept the secret of chocolate preparation in their own hands. It gained great favor in the old world. The Spanish ladies of the New World carried their love of chocolate to such a degree that, not content with partaking of it several times a day, they had it carried after them to church.

In 1606 we find that Antonio Carletti, who learned to appreciate the new beverage in Spain, brought it to the notice of the Italians. From thin on the popularity of cacao preparations spread to all parts of Europe.

Chocolate made its appearance in France during the reign of Louis XIII, probably through Carletti.

About 1679 about the first crops of cacao in the French colony of Martinique marked the beginning of organized cultivation. The Spaniards about this time carried the cacao seeds to the Philippine Islands.

The use of chocolate seems to have been known in England and Germany in the middle of the seventeenth century when coffee and chocolate houses were in high vogue in both countries.

When it was first introduced into Europe it sold for 10 to 20 shillings ($2.50 to $5) a pound. Today, chocolate is still a luxury drink in taste, but one of the most economical of beverages from the standpoint of price and food value.

References: Cocoa and Chocolate—*Whymper*; Conquest of Mexico—*Prescott*; Cocoa and Chocolate—*Knapp*.

*Note: This is the first of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! To be sure of having the entire series, we suggest that you fill in and mail the coupon at the right.

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The Whittier high school, under Principal O. C. Albertson, is finishing a $635,000 building program. A 32-unit administration building, physical education building, shops and an auditorium have been erected. The auditorium is a separate unit, so that it can serve readily as a community meeting place. This auditorium will seat 2200 people.

In architecture this auditorium surpasses any school structure in California. It is more of the cathedral type, square, high ceiling, artistically finished. The stage is massive, so huge that it can be used as a separate hall holding 250 people. A back inset to the stage is of bleacher-like effect, which makes it possible to seat 250 graduates at graduation time. The stage is large enough to seat a large graduating class, orchestra and chorus. Various music and public speaking rooms jut off the stage proper. A double heating plant is installed in the auditorium so that the stage can be heated separately from the main floor when it is in use.

This is Mr. Albertson's fourteenth year as principal of the Whittier high school. During that time it has grown from a school of 230 pupils and 13 teachers to a school of over 1000 and 45 teachers.

The Jungle Book, by Rudyard Kipling;

The Second Jungle Book, by Rudyard Kipling;

Captains Courageous, by Rudyard Kipling: These three ever popular books are published in school editions. The books are neat and durable and well printed on paper free from gloss. The illustrations in black and white are interesting and are a striking feature in these volumes. (Doubleday, Page & Company, Garden City, N. Y.)

SPECIFIC OBJECTIVES IN THE TEACHING OF READING

I ABILITY TO SCAN: i. e., power to get the answer to a particular question, or to secure specific information.

II ABILITY TO READ ANALYTICALLY: i. e., power to get all the important information from a printed article.

III ABILITY TO AROUSE ASSOCIATIONS: i. e., power to recall previous experiences, feelings, or emotions.

IV ABILITY TO ENJOY AND TO APPRECIATE LITERATURE: i. e., power to see life factors and values in purely literary selections.

V ABILITY TO REACT TO WHAT IS READ: i. e., power to establish a questioning attitude toward what is read.

VI ABILITY TO ORGANIZE, RETAIN, AND APPLY INFORMATION SECURED IN READING: i. e., power to recall and to make use of what is read.

IMPORTANT FACTORS IN THE DEVELOPMENT OF READING ABILITY

(1) Word Recognition. (2) Eye Movement
(3 Concentration (4) Alertness

I WORD RECOGNITION
(a) By learning new words from known word-groups.
(b) By being told new words.
(c) By applying phonetic knowledge to new words.

II EYE MOVEMENT { duration of fixation / length of span
(a) By conscious attempt on the part of pupil to increase eye span.
(b) By use of effective silent reading methods in connection with reading material.
(c) By flash cards, requiring comprehension under time pressure.

III CONCENTRATION
(a) By purposeful reading of properly prepared and organized material.
(b) By flash cards under time pressure.

IV ALERTNESS
(a) By compelling interpretation under time pressure.

Material now available for effective teaching in connection with factors above mentioned.

Pupils	LEARN TO STUDY READERS, Book One.
Teachers with Pupils	HORN - SHIELDS SILENT READING FLASH CARDS.
Teachers	THE TEACHING OF READING, by Harry Grove Wheat.

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The New High School Building, Pomona

POMONA CITY SCHOOLS

By Wm. M. Culp

The measure of a town is in its schools. The measure of the schools is in the men and women who give their time in work in those schools. The pace those men and women teachers can go is in direct ratio to the support of the citizens whose children are being educated.

The measure of a town is also in its streets, its houses, its lawns, its shade trees, its parks, its churches, its stores.

The measure of a town is what it aims to accomplish in the future.

The measure of a town is in its ideals.

In measurement the small city of Pomona ranks high. Its schools are in the hands of an able administrator, G. V. Whaley. Its schools are manned by alert principals and energetic teachers. Its streets are broad and well paved. Its shade trees are in abundance. Its lawns are a healthy green. Its churches are numerous and active. Its children are an optimistic group.

Pomona claims a population of 19,000. It boasts of Genesha Park of 1200 acres, a beautifully kept place, of trees and shrubs and wading pools, in which there lies a Greek theatre capable of holding 10,000 people. Pomona is the permanent home of the Los Angeles County Fair. Seventy-five acres are in the Fair grounds upon which improvements costing over a hundred thousand dollars have been erected. A magnificent Y. M. C. A. building costing $300,000 has been built, giving Pomona one of the best plants in California.

Its school population numbers nearly 4000. A half million dollars is spent annually in the maintenance of its school system. Six hundred thousand dollars have been voted for the building of a new high school plant. One hundred and forty-seven teachers are in the system, apportioned between one junior college, one senior high school, two junior high schools, seven elementary schools and two kindergartens.

The superintendent, G. V. Whaley, is a school executive of wide experience. Previous to coming to California in 1911 he had eleven years of supervisory work in Iowa schools. In California he has held the superintendencies of Antioch, Vallejo, San Diego, and for the last five years that of Pomona. He received his A. B. degree from Stanford and his Master's from California. He has nearly finished his requirements for his Doctor's degree from the University of California.

A keen student of educational finance, Mr. Whaley is also awake to the best educational tendencies of the day. The Pomona schools are used by the student teachers of Pomona College in their student training. Mr. Whaley gives a course in school management to these students at Pomona College.

In the management of these student teachers Mr. Whaley has so organized the work that it is extremely beneficial to both the student and the Pomona city schools. Miss Winifred I. Williams of the Pomona High School and Miss Phebe Sheldon of the Kauffman Junior High School give half of their time to these students.

The students are given lesson plans; they are assigned to live teachers in the system. Instead of staying the whole term at one school, they only stay one month. In this way they observe the methods of from three to five good teachers, and are able to form their own views as to the best method of presenting their subjects. The effect upon the Pomona teachers is to keep them doubly alive to the best of modern educational procedure.

Of particular interest at the present time has been the appointment of a new committee to work on the organization of a new course of study. A classroom teacher from each grade has been chosen as chairman of that grade group. Several principals have been added as ex-officio members of the committee. An intensive course on curriculum building has been outlined. Members of the representative grade committee are Misses Elizabeth C. Eells, San Antonio School, first grade; Agnes Fox, Garey Elementary, second grade; Flora Cross, Washington School, third grade; Ruth Carothers, San Antonio, fourth grade; Clara Lamma, Central School, fifth grade; Minnie McMahon, sixth grade; Emmett Clark, principal of Kauffman Junior High School, seventh grade; R. A. Coverdale, principal of the Garey Junior High School, eighth grade; and H. P. Reynolds, principal of the high school, ninth grade. The following principals are ex-officio members of the committee: Misses Edith E. Blakemore, Lincoln School; Lucy B. Green, Hamilton School; Ann R. Burnam, San Antonio School; and Alice Blanchard, Washington School.

One of the things that has proven very successful this last year has been the after school play program which was inaugurated at the Washington Elementary School successful was the movement that it has been taken up in the other schools of the city. High Y boys are assigned to each school and they are the arbiters and directors of the various games played. They enforce the rules of right playing. These after school play programs are held once a week.

The school project of which Pomona citizens are most proud is that of their new high school plant, for which $600,000 has been voted. Up to the present time $475,000 have been spent in acquiring an 18-acre site and in erecting the main building. Of $125,000 recently voted $50,000 is for a gymnasium, $25,000 for a mechanic arts building, and $50,000 for the equipment of the main plant. The plant will be ready for occupancy at the opening of the fall term.

Situated on the main highway through town, the new high school building, Tudor Gothic in style, makes a vivid impression as of being well proportioned and of solid construction. It is built of reinforced concrete with brick veneer.

Mr. Whaley in determining the plan of the building has had it built with the viewpoint of eliminating every foot of waste space. The idea of future expansion has predominated also. The plant is built to care for from 1200 to 1500 students; the ultimate plan is to enlarge the plant when necessary so that it can accommodate from 2500 to 3000 students.

The building is T-shape in construction, of two main floors and basement. Additional sections can be easily added by just extending the wings of the building.

The Pomona High School has been made the community center of the city. The high school auditorium has been built with that phase in mind. Seating 2040 people the new high school auditorium is the largest meeting place in Pomona. Already famous singers and musicians have given concerts in the new auditorium.

In construction the auditorium vies with any first-class theatre in California. The acoustics are perfect, the tinting of the walls soft and delicate of warm gray, with trimmings high lighted with gold. There is an artistic proscenium arch. A $3,000 silk velour curtain fits into the setting. The lighting effects are most pleasing, with glares on the side walls and lights

G. V. Whaley, Superintendent of Pomona, who has carried forward an economical and wise building program and is engaged in the reorganization of a course of study to meet present day needs

of Tudor Gothic design in the ceilings.

In constructing the stage its continuous use has been considered. It is of of 35-foot depth and 66-foot width. Storage of scenery is effected in balconies on each side. Scenery can be handled from the floor. Instead of the usual dressing rooms on each wing, there are two rooms designed for both class-room and dressing room purposes. An iron frame work has been erected in these rooms on which curtains can be hung in order to make it a dressing room. In day time these curtains can be removed and the rooms equipped with blackboards and chairs can be used as a regular class-room. Windows are cut in the back of the stage wall so that it will not be necessary to use artificial light. Gymnasium classes can be conducted on the stage floor if necessary. The illumination of the stage can be of 500 watt if necessary. The auditorium is equipped with a fine motion picture outfit.

The administrative offices of both the superintendent and the high school principal are designed for the economical handling of business. The two suites occupy the two sides of the main entrance.

The principal's suite is so arranged that the main office can be under the direct eye of either the principal or the girls' or boys' vice-principal. The principal's office is on one side of the main room, while the other two offices are on the other. Of interest is the emergency hospital room for the girls that is adjacent to the girls' vice-principal's office and opens also out into the main corridor.

The various classrooms for the numerous departments have all been planned with the idea of expansion in mind. The chemistry, physics, biology and agriculture departments have been carefully worked and are being well equipped. Each department occupies several laboratories. Lecture rooms for the three subjects have been furnished. Storage rooms have been economically placed.

The chemistry rooms are exhausted by separate motors.

In the biology and agriculture departments is a herbarium extremely well thought out.

The cooking department is adjacent to a large cafeteria room and kitchen, spotlessly white. The cafeteria will seat 400 at a time. The sewing department has been taken care of adequately.

The commercial department of three rooms of typing, bookkeeping and stenography are so arranged that they can be under the control of one teacher or three.

The library department consists of three rooms—a library room capable of holding 70,000 titles, a stock room and repair room.

Of unique interest is the situation of the band and orchestra room. It is literally built five feet above the main walls of the central corridor of the building on the roof. Aboce the walls are so insulated one inside the building can scarcely hear the music. Outside in looking at the building the orchestra room blends in with the setting.

The heating system is of the hot air type. Huge air intakes are on the roof. The various offices and auditoriums are on separate units. The auditorium can be filled with new air in two minutes.

In the whole plant not a foot of space is wasted. Janitor rooms and store rooms are located under stairways. In the building of this high school building Mr. Whaley has brought into play his experiences in the construction line. This is the ninth building that Mr. Whaley has helped build costing more than $200,000. It is due to Mr. Whaley's aggressiveness and far-sightedness and his ability to see things educationally that the Pomona school system ranks high.

BOOK REVIEWS

The Life of Pasteur, by R. Vallery-Radot; Doubleday, Page & Co.

Creative Chemistry, by Edwin E. Slosson; Century Company.

Discovery, The Spirit and Service of Science, by Sir Richard Gregory; MacMillan Company.

The Future Independence and Progress of American Medicine in the Age of Chemistry; a report by The Chemical Foundation, Inc., New York City.

The Riddle of the Rhine, by Victor Lefebure; The Chemical Foundation, Inc., New York.

The American Chemical Society is undertaking a Prize Essay Contest in order to interest the boys and girls of today in the bearing of chemistry on every-day life. The above-named five reference books are being sent to every accredited high school in the country. Further information of the contest may be obtained from the Committee on Prize Essays, Munson Building, New York.

These reference books are all distinctive. Their style is free and interesting, not didactic or too formal. It is to be presumed that no person would enter such a contest unless he were deeply interested in the subject. How much, therefore, the student will glean from these books which interpret chemistry so interestingly into terms of life! The books are not texts in the usual sense of the word. They are fascinating stories in actual fact and contain an abundance of material which is an astonishing revelation to the layman.

Music Appreciation With the Victrola for Children: "Designed to meet the needs of the child mind during the sensory and associative period of development from first to sixth grade, inclusive. Learning to Listen and Listening to Learn." Nearly every school today has a phonograph, but it is not known in every school how to correlate studies with the machine. The Victor Company has compiled this book on music appreciation which every teacher should possess if she wishes to make the best use of the music period. The volume contains lesson outlines on a basis of one lesson per week for each of the first six school years; the correlation of music with other subjects, geography, reading, physical education, is handled; informational notes, projects, special day music, the childhood of some of the great musicians and an alphabetical index of appropriate records are some of the features of the book. This volume caters to every phase of elementary school life where music can be introduced in work and play. It is beautifully illustrated with reproductions of well known paintings. (Published by Victor Talking Machine Company, Camden, New Jersey.)

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An interesting convention will be held at Sacramento April 3, 4, 5, 6. It will be the fifty-seventh annual convention of Sunday School Council of Religious Education. It is of special interest to teachers at this time on account of a discussion of week day Sunday schools for religious and moral instruction. Superintendent Will C. Wood, Dr. H. B. Wilson of Berkeley, Dr. E. W. Hauck of Reedley and others will speak April 5, and President E. P. Clark of State Board of Education will preside.

Political Action, by Seba Eldridge: "The book presents a careful and analytic statement of the obstacles that oppose the success of democracy. . . . The method of the book contributes toward the growth of the realization that in sociology, as in any other field of research, scientific explanation is nothing less than a description and evaluation and correlation of all the factors, that is, of all the conditioning phenomena, that affect the result to be explained." Conditions are explained in detail and this is one of the merits of the book, as it deals with social problems in need of readjustment. This is one of the Lippincott Series in Sociology and is edited by E. C. Hayes. (Lippincott Company, Philadelphia.)

The Homemaker Trained by Kitchengarden Methods, by Mabel Louise Keech. This is a revised edition of **The Momemaker** which was originally published in 1912. Besides a two-year course and an advanced course in homemaking, an additional chapter has been incorporated which is designed especially for vacation schools. This latter course consists of twenty lessons outlined. Mothers, teachers and all who are interested in homemaking will find hints that will lighten the work and add interest to it, either in practice, or in training young girls. The lessons are attractive with the lesson itself, songs, games and chats which add to the value of the work. There are some changes necessary in adapting the book to various city classes perhaps, for old-fashioned equipment such as coal stoves and lamps are used in illustration of the care of the home. Housekeepers will find some short-cuts to their duties; teachers of domestic science will find the arrangement and courses of service. (J. B. Lippincott Co., Philadelphia.)

It is with pleasure that we take up a book written and edited by a Californian. The statistics on oil, wheat, fruit and mineral production impress the California development abroad, but the production of books by Californians, even though published in New York, Boston or London, have a cultural value far beyond the material and temporary life of the state. Alice Cecelia Cooper, supervisor of Senior English, University High School, Oakland, California, has edited Poems of Today—a collection of the contemporary verse of America and Great Britain, Ginn & Company publishers. The great value of this volume is that the author has, with a fine educational approach, selected from the poetry written since 1900, material that students in the high schools should know. The Californians represented in the list are Edwin Markham, Ina Coolbrith, Herbert Bashford and Harry Noyes Pratt. The book has a definite place in the high school curriculum in English. The pages devoted to "The Form of Poetry," "The Enjoyment of Poetry" and Biographical Notes are especially valuable.

Learn to Study Reader, Book One, by Ernest Horn and Grace Shields: This book is an educational innovation and bids fair to revolutionize the teaching of reading. It is not just another reader, nor is it sufficient to say that it is distinctive. On the contrary, it is so wholly unlike any other reader in aim, scope and use that it may not be compared with the ordinary first and second readers. It is not a "reader" at all in the sense in which that term is commonly used; it is rather the initial step in teaching children how to make us of first-grade material after they have learned to "read" an ordinary first reader. It is the inauguration of a far-reaching scheme for the creation of proper silent reading habits. It is, therefore, a silent reader, pure and unalloyed, and puts into practice the principles that Dr. Horn has so forcibly and so widely explained from the platform.

The caption, Learn to Read indicates the nature of this series. Book One is the first step in the development of those silent reading habits suggested by the use of the Horn-Shields Flash Cards, so widely and satisfactorily used.

In the Teachers' Edition, the text is preceded by a full manual of directions for the treatment of each lesson, and contains an introduction by Laura Zirbes, which in itself is an extremely valuable contribution to the literature on silent reading.

The place of this book is in high first grade or low second grade, depending upon the abilities of the children. (Ginn & Company. Price 64 cents.)

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This school is in the capable hands of Director Mrs. Janet D. Owen. A combined Montessori and kindergarten course is given. Primary, grammar and high school pupils are enrolled. Individual work is the practical end of the school. Eight teachers handle some eighty pupils. Five open bungalows are situated on the beach; unequalled opportunities for nature study are given. Foreign languages are begun in the younger classes by means of games and songs and all the activities and interests of the child. Out-of-doors dancing is given and dramatics has its part.

It is of interest to note that Miss Estelle Adams is writing a Beach primer which will be published shortly.

Henry G. Clement, the efficient Superintendent of Schools, Redlands, Calif.

THE REDLANDS CITY SCHOOLS

Henry G. Clement, Superintendent
By Wm. M. Culp

For a Down Easter to come West is considered quite a compliment to the West by other Down Easters who remain steadfast on the rock-clad shores or pine-clad wastes of our northern eastermost state. What Maine lost California gained when fifteen years ago Henry G. Clement, a Yankee schoolmaster, came to Redlands as principal of the high school.

For nine years as principal of the high school and these last six years as superintendent of Redlands city schools, Mr. Clement has been the dominating factor that has made his school system one of the best in California. A genial kindness, a Yankee shrewdness, an unbounding well of good humor, a love of school teaching, a liking for boys and girls, have been those things that have made for his success.

Redlands is an ideal place to work in. It is a suburban town lying against the San Bernardino mountains amid the orange groves. It is peopled with a well-to-do class of citizens, pleasant homes predominate, children are of a high type. The citizens favor good education and educational facilities.

The population of Redlands is now around 13,000. The school enrollment is nearing the 3000 mark. The senior high school enrolls around 700 students. The junior high school, recently housed in a new $185,000 plant, numbers 450. There are 1600 pupils in six elementary schools and 200 pupils enrolled in the kindergarten.

In carrying out his school program Mr. Clement has gathered together an excellent corps of executives and teachers. There are 104 teachers in the system.

The high school is under the guidance of A. Haven Smith, who has made a great success during his three years of principalship. C. E. Latham is principal of the junior high school. Miss Marjorie F. Burr is principal of the Crofton school, Miss Irene McKenzie of the Franklin school. Mrs. Susan E. Conrad of the Kingsbury school, Miss Beulah Paul of the Lincoln school, Miss Leta Scott of the Lugonia school, and Miss Emma L. Jackson of the McKinley school.

There are supervisors of penmanship, music and nature study. Miss Lenore Conrad is supervisor of penmanship, Miss Fredericka Southworth of music, and Miss Sophie L. Cumings and Hubert E. Barnes of nature study. Miss Matilda A. Clifton is the school nurse.

Of particular interest is the report of the United States Chamber of Commerce of a year or so ago that stated that Redlands ranked number one in the efficiency of its system. The Redlands elementary district is practically from bonded debt—a feature unique in these queer times.

Another item bringing out the efficiency of the system is the fact that the high school last year graduated 130 pupils, while the largest enrollment of any one class in the system was not over 200. Over 50 per cent of the high school graduates during the last 15 years have continued their school work. The majority have attended the University of Redlands, situated in Redlands.

An unusual amount of student government in the high school has worked successfully. During the last eight years the students have had charge of the study halls and have run them efficiently.

Mr. Clement's handling of educational tests has given him the name of knowing more about the practical side of that phase of education than any other school superintendent in Southern California.

According to Mr. Clement it is not the test that counts, but how you follow it up. And that is why the Redlands system is different. Each elementary principal is regarded as holding an office of real dignity and importance. Each principal is relieved of classroom instruction so that time can be given to supervision and instruction to groups of children found needing it.

Whatever the merits of classifying by mental age may be Mr. Clement has found it wise and expedient to keep children, where possible, in their natural age group. The children are educated largely by their social contacts. These contacts are most natural and potent between children of the same age.

Mr. Clement and his principals recognize the great difference in ability by dividing each elementary grade into several groups and assigning work to each group according to its ability. The junior high school classes are similarly divided and in addition each grade in that school has a special class for those pupils who require an extraordinary amount of personal instruction. Children are changed rapidly from one group to another and regardless of ability they are put through the junior high school in three years. It is considered the rule, subject to exceptions, that no boy or girl should be retained in the first eight grades beyond the age of fifteen. Intelligence tests are given to all pupils from the fourth grade through the high school. These tests are used rather as indications for a modification or enrichment of a particular course than as a basis for promotion. The weaknesses revealed are systematically attacked.

Opportunities are being given more and more to the classroom teachers for the giving and the correction of the tests. The teachers are found far more critical of any poor showing in that particular room than the principal or superintendent would think of being.

Mr. Clement is prepared to accept the dictum that each child has a definite limit to his possible achievements, but he is less and less ready to believe that that limit can be defined. In any case, it is known that every child has abilities to be realized, for all practical purposes, only through the utmost use of the teacher's sympathies and intelligence.

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HORACE M. REBOK
Superintendent of Schools of Santa Monica

Superintendent Rebok retires June 30, 1924, after seventeen years of service to the children of Santa Monica. He led the fight during all these years of educational leadership. He refused to be a clerk of the Board of Education, and stood for the initiative in policies. He retires because he would not serve a board where a majority of its members demanded servility. Superintendent Rebok has a clean and honorable record of service to the children.

MR. L. P. FARRIS ENTERS OAKLAND SCHOOL DEPARTMENT

Mr. L. P. Farris has left the principalship of the Marysville high school to accept that of the Alexander Hamilton junior high in Oakland. Mr. Farris has been four years in Marysville, where he has built up a splendid union high school with several thriving branches. His townsmen were especially sorry to lose him, not only because of his efficient and up-to-date management of his school and its affairs, but because of his activities in the community. He has been an energetic member of his various lodges and has contributed in every possible way both to the social and educational life of the community in which he lived. Mr. Farris was last year president of the Northern California Teachers' Association and has a statewide reputation as one of our most successful high school principals. When the Alexander Hamilton junior high needed a principal, Mr. Farris was invited to take the position. This is one of the large new junior high schools of Oakland, having nearly 1200 students and approximately forty teachers. The larger school will give Mr. Farris a splendid opportunity and Oakland will profit greatly by having a man of Mr. Farris' vigor and ability among its school officials.

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JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

Guy Hudgins, district superintendent of National City schools, intends to have a regular junior high school of seven, eight and ninth grades organized next school year. A building last year used as a temporary shop is being renovated into a regular classroom building for the senior high school. New shops are being constructed. Thirty-two thousand dollars is being spent of the two projects, which was raised by a special 70-cent tax. In appreciation of Mr. Hudgins' work the student body has named their athletic field Hudgins' Field. The student body has also fenced the field out of their own funds. Six hundred dollars was spent for materials. The work of setting up the fence and gates was done by the students themselves. The enrollment of the high school is 417 and of the junior high school 116. Scholarship students have been raised. Sixteen per cent of the student body are receiving a grade of one.

L. M. Oberkotter, principal of the Chino high school, teaches three sciences along with his principalship duties.

John H. Waldron, district superintendent of Colton schools, has moved his seventh and eighth grades into the old high school plant which the grammar school district purchased from the union high school district; 225 are enrolled in this intermediate school. Mr. Waldron now has charge of five schools. This is Mr. Waldron's eighth year in the Colton system.

Glen D. Wright, district superintendent of Corona schools, has his high school housed in the fine new $150,000 plant. The campus lies in the highway west of town and the new building looms up handsomely. The building is two story, built of solid concrete, and mission in effect. The wings of the building are of one room depth, with northern light, and with south exposure on open corridors of rustic finish. The rooms have folding doors on the corridors, so the classrooms give practically an out-of-doors condition in warm and pleasant weather. On both sides the pupils have beautiful views of the mountains.

The center of the building comprises the well-arranged offices and the auditorium.

The auditorium is of especial delight. Dark-hued in finish with a massive beamed ceiling and a lighting effect of huge hooped chandeliers, a good slope to the floor, an orchestra pit, a roomy stage, all of which together gives a distinct atmosphere to the whole school building.

A domestic science unit is on the ground adjacent to the main building. The buildings already erected are part of a large plan that Mr. Wright and his Board of Education have worked out. As the school grows other units will be added. Two hundred pupils are now enrolled in the tenth, eleventh and twelfth grades.

Miss Letha Raney is principal of the Corona junior high school, which is housed in the old high school plant. Miss Raney is developing a junior high school along the latest lines of educational research.

George A. Dickson, principal of the Oceanside high school, has a school that now enrolls 135 pupils. His school was built for sixty students. A bond issue of $50,000 is being advocated. It is planned to add a study hall and four classrooms.

Henry C. Johnson, superintendent of San Diego city schools, has just carried a bond election for $1,250,000; $850,000 is to be spent for two new junior high schools and a new auditorium for the high school. The remainder of the issue will be spent for elementary school buildings. The erection of the two new junior high schools will make five for the San Diego city system. Will Angier, business manager, expects that this bond issue will be sold at a good premium.

Escondido high school, under the principalship of M. W. Perry, during the last six years has increased greatly. The enrollment six years ago was 132, now it is 361. Of this number 119 represents the night school enrollment. The night school is in the second year of its existence. The Rancho Santa Fe has lately been annexed to the Escondido high school district. This will add $200,000 to the assessed valuation of the Escondido district. The Rancho Santa Fe is a huge subdivision irrigation project fourteen miles south of Escondido that the Santa Fe railroad is putting through.

Mrs. Beulah W. Howland, principal of the Escondido grammar school, together with her teachers and pupils is making a great success of a Redpath series of five events. Several hundred dollars that will be raised will be spent for playground equipment. The enrollment of the Escondido grammar schools has passed the 500 mark.

F. T. Chemberlen, principal of the Woodrow Wilson school, Sawtelle, Los Angeles, has evolved a Ritualistic Opening of the student body meetings that gives the student a striking presentation of the American ideals of citizenship. The head of the history department, Mrs. Camille W. Burt, worked out the details under Mr. Chemberlen's direction. The Ritual has been copyrighted in Mrs. Burt's name. The exercise is impressive to both pupil and onlooker and cannot but deepen one's knowledge of the duties of citizenship and service to the school and the United States. This service has been a year and a half in the making and is carried out once a month at the student body's meetings.

John F. West, superintendent of Pasadena schools, is up in arms against the report of the United States Department of Commerce, which indicates that Pasadena school costs are the highest in California. Mr. West says that the government took the costs of the entire Pasadena school district, which, in its high school branch, includes a tremendous territory outside the corporate limits, and then the population of Pasadena city alone for determining the per capita expense. The Pasadena population figures around 50,000, while the population of the area the school serves is 75,000. The first figure makes the per capita cost $24.02, while the latter figure brings the cost down to $16.30.

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Schools and Teaching In The Far North

By Ruth Thompson

PART III

The teacher is the power in the Alaskan community and is turned to for aid in every case. The churches which have established missions in these outlying communities have their share in the selection of a teacher and bear a portion of the expenses of the school.

Russian trading companies and priests of the Greek church were the first to establish schools in Alaska, as far back as 1785, when Grigor Ivanovich Shelikof, "the father and founder of Russian colonies in America," established the first school.

After the attempts of the Graeco-Russian church to establish schools, the Presbyterian was the next church to enter the field. This church established a boarding and industrial school for natives at Wrangell in 1877. The Moravian was the next religious denomination to establish a school for natives at Bethel on the Kuskowim River, in 1885. These schools received government aid for a number of years. This support, however, was withdrawn in 1895, after which time the Moravian church provided entirely for maintenance until the Bureau of Education extended its work to this region and assumed charge.

The Roman Catholic church began in 1886 with the establishment of a school for white children in Juneau. Later schools for natives were established and several are still being conducted.

The educational work of the Protestant Episcopal church is and has been entirely confined to schools for the natives of Alaska. Christ Church school was established at Anvik in 1887. At least a dozen schools are maintained by this church, both boarding and day schools. The Methodist Episcopal church, Friends Society and the Swedish Evangelical church are others doing good work among the natives. The latter has two schools, one at Yakutut and one at Unalakleet. These schools were taken over by the U. S. Bureau of Education, which now supplies the teachers and provides general maintenance costs.

Miss Elsa Louise Johnson, teacher in the Mill Valley schools for the past two years, is the teacher at the Yakutut school this year. She told the writer that her appointment was made, after several years' effort to go either to the Orient or Alaska to teach, through the missionary board of the Swedish Evangelical church, of which church she is a member. Her appointment was subject to the approval of Mr. Lopp, who was then chief of the Alaska Division of Education.

The present activities of the U. S. Bureau of Education, which is responsible for the education of the natives, may be summarized as follows, according to L. D. Henderson of the Territorial schools:

(a) The formal education of the native children. During the school year 1919-1920 sixty-seven schools, enrolling approximately 3000 pupils, were maintained. The teaching force consisted of 133 teachers and six superintendents.

A feature of the work is the attention given to vocational education and personal and community hygiene. The schools are in general well equipped and in charge of competent teachers.

(b) Social service in native villages. This feature of the work required of the teachers is of great importance and includes everything usually conveyed in the term "social service." Visits to the various homes, assistance in caring for the sick in communities where no regular doctor or nurse is stationed, organization of community activities and the like consume no small part of the out-of-school time of teachers.

(c) Medical service. During the school year 1919-1920 the bureau expended $80,000 for medical relief for natives. Hospitals were maintained at five different points. In all nine physicians and thirteen nurses were employed. Each teacher in the school service is provided with standard medical equipment with which to render assistance in the case of minor injuries and ailments.

(d) Reindeer service. Reindeer have been imported from Siberia for the natives to raise. An apprentice system has been established whereby many natives can go into the reindeer industry. In addition to providing food, it has been found that the introduction of reindeer among the Alaskan natives has tended to raise them a step in the scale of civilization by converting them from a hunting to a property accumulating people. The deer supplies the natives with food, clothing, transportation and a considerable income in communities where there is a market for meat and hides. Loman and Company with headquarters at Nome are the largest individual owners. Their herds aggregate in all 30,000 deer. During the past few years this firm has erected several cold storage plants and has shipped several thousand carcasses of reindeer to the markets in the larger cities of the States. Under the reindeer rules and regulations of the Bureau of Education native owners of deer are prohibited from disposing of female deer except to other natives. Before the introduction of reindeer the Alaska natives were greatly in lack of a sufficient supply of proper food, due to the inroads made by American whalers and trappers on the natural food supply of the country.

(e) Co-operative stores. These stores are are maintained at Metlakahtla, Klawock, Hydaburg, Atka, Wainwright, Klukwan, St. Lawrence Island, Tyonek and Wales. The capital stock in all these stores is owned by the natives. In addition to their economic value, such enterprises are of vast educational benefit to the natives.

Dr. Sheldon Jackson was the first chief of the Alaska Division in the Bureau of Education. He was appointed to the office in 1885. Harlan Updegraff was the next appointee holding office from 1907 to 1910 when W. T. Lopp took charge.

Alaska's future is one of remarkable promise. Untold wealth is waiting for the men with brawn and brains. With the further development of the mining, lumbering and fishing industries, and the increase in the fur and reindeer industries, the attendant influx of people will increase the need for good schools.

The present school system, with Jonathan D. Wagner as chief of the Alaska Division; with W. T. Lopp personally superintending the instruction of the natives, and with L. D. Henderson as commissioner of education, is amply able to cope with the local problems, difficult as they may be, and to give to the children of Alaska an education—the right of every American citizen, the means of self-help and adjustment to civilization. The future citizens of the northland are having every opportunity accorded them which will help them to fulfill their obligations to their people, to their country and to the world.

(The End)

W. Otto Meissner, author of "Art Song Cycles" and other musical books published by Silver, Burdett & Company and president of the National Conference of Supervisors of Music of the United States, made a brief visit to California recently. He was entertained while here by Fred T. Moore, was a guest of Sequoia Club and other organizations. His magnetic personality and fundamental knowledge of music made a deep impression on all he met.

TEACHERS' AGENCIES

The Supreme Court of California ruled on February 26, 1924, that the act of the Legislature in reference to limiting the fees of the teachers' agency is unconstitutional. The California court quotes from decisions of the Supreme Court of the United States to uphold its conclusions. This decision should settle for all time the petty lobbyists who have from time to time tried to ruin the legitimate business of the California teachers' agencies. The agencies as conducted by such men as E. C. Boynton, W. B. Coddington, J. W. Hahn, J. B. Stearns and Mr. Roberts have been of great service both to teachers and boards of education.

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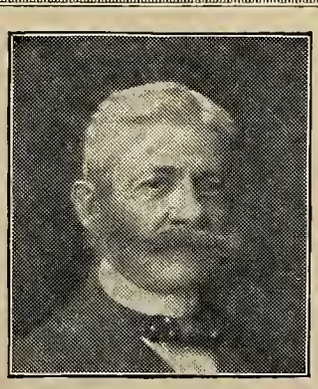

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MISS McMECHEN'S APPOINTMENT

I am glad to announce the appointment of Miss Elizabeth McMechen as a visiting teacher in the Berkeley public schools. This appointment is financed jointly with the commonwealth fund which is supporting an undertaking to study and demonstrate the value of the visiting teacher in the public schools. Her first work will be to acquaint herself with Berkeley from a general standpoint in which connection she will wish to visit each school and meet the principal and others perhaps. I am sure you will be glad to meet her and to extend her such help as she asks.

The visiting teacher works with the "problem" or maladjusted child. She approaches her task with the double viewpoint of teacher and social worker, seeking the source of the child's difficulty in the school, in his home, or in his wider world. She cooperates with classroom teachers and all others within the school body and with outside agencies. She looks from the school outward, working with facilities therein afforded, but adding to these facilities anything from the outside that will assist the school in adjusting the child to his environment.—H. B. Wilson, from Berkeley Bulletin No. 14.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

WHAT BOOKS SHALL WE BUY AND WHEREWITHAL SHALL WE BE GUIDED?

It goes without saying that the live library should buy the latest and best books on every industry and pursuit in which the users of the library are interested or engaged. In a farming community the library should have the most reliable books and pamphlets on all phases of agriculture engaged in or possible to be undertaken in that locality. The same principle holds true of the mining district, the fruit-growing, or the stock-raising regions.

It is in the field of general literature that discriminating choice must be exercised. Here, the reliable book review is a guide. The criticism which is valuable to the librarian is the one that is written from an unbiased viewpoint, with no mere desire to advertise the book in order to sell it, but with the purpose of acquainting the reader with its value, or the lack of it. If both favorable and unfavorable criticisms were given, the librarian is able to make his own evaluation. Some librarians prefer to read each book of fiction before purchasing it, and to make their own estimate of its value to their particular constituencies. This is well, but it is not often possible to do this unless the number of books purchased is limited, or unless the librarian calls to his aid those who are competent to judge of the worth of a book.

It is difficult to place the responsibility for the sickening increase of sex novels with which the market is flooded. It is easy to place the blame for many of the ills of the day upon "the war," and doubtlessly, it did have the effect of weakening the moral fiber of many, but it strengthened it in others. Why should the coarser brutalizing side of human life be depicted in glowing colors and forced upon an unwilling public, because forsooth, some explorer of life's sewers finds it exhilarating to depict it in detail? Drains and ditches are essentials of modern sanitation, and must be given careful consideration by experts on these matters, but they do not form a part of the conversation of polite society. However, we are repeatedly told that we must read certain unclean and distasteful books because "everybody is talking about them."

On the other hand, we hear again and again, that "this book ought not to be in the library because it is not suitable for young girls to read." The jeune fille of today reads, by hook or by crook, just about what she wants to read, and if her taste for the finer things of life has not been cultivated, she can with difficulty be directed at this stage of her development. Her confidence and respect must first be won by some one who is genuinely interested in her and who has tact enough to direct her reading almost unconsciously. The yard stick of what the young girl ought to read cannot be applied to literature for adults.

As to technical and professional books, happy is the librarian who finds the expert in each to aid him in the selection of these books. He knows those which are most valuable in his special field and can suggest those which will be most useful to the library.

California librarians should give special consideration to the books of those publishers who have thought it worth while to establish western depositories, for these books can be obtained much more quickly and with less expense than from the eastern publishing centers. I'm not sure but that we librarians owe a certain duty to these western dealers who make an effort to cater to the library trade. If the books which are on hand are shipped promptly, and shorts are accounted for and prompt endeaver made to supply them, we can surely afford to wait for such items, in order to help build up in the west a worthy bookselling business. The more books we buy in the west, the more books will be supplied ready for our next orders. Moreover, the western publishers deserve our consideration. If they put out books that are worthy and that meet our needs, let us buy them. If there is anything wrong with them, let us tell them where the trouble lies. Perhaps it can be corrected. Librarians owe a duty not only to their particular field of work but to every line of effort which tends to make a better state and therefore a finer nation.

LIBRARY NOTES

The meeting of the Fourth District of the California Library Association was held at Merced, in the Merced County Free Library, on April 27th. This district comprises the counties of Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare and Tuolumne.

Miss Essae M. Culver, president of the district, presided, and about ninety members were present. The first address of the morning was by Miss Julia Steffa, librarian of Kings County Free Library. She shared with her audience "Peeps at literary shrines" which she had visited on a recent trip to Europe. As she carried us with her upon her literary pilgrimage, we stood in reverence in the little English cemetery in Rome, before the grave of Keats, and beside the ashes of Shelley. With her, we visited Abbotsford, and hurried past old Alloway Kirk. We made a brief sojourn in the Lake region, went down to Stratford-on-Avon, and passed with veneration through Westminster Abbey. We were grateful to the speaker for sharing with us so vividly these pleasant privileges of travel.

Miss Ida Huntington of Stanislaus County Free Library, read a charming story couched in the guise of a fairy tale, entitled, "The sad and merry tale of a county library assistant." She discovered both pathos and good cheer in the daily doings of a librarian, visiting branches with the "library lady," going upon invitation even into the lions' den, where she assured us the lions "roared at them as gently as any sucking dove." Miss Huntington is author of "Peter Pumpkin in Wonderland," "The Garden of Heart's Delight" and other books for children.

A round table discussion of library problems was led by Miss Mary Harris of the Fresno County Free Library. Miss Yager, children's librarian of the Fresno library, gave an excellent talk on "Work with Children," in which she spoke of the close personal contacts which are possible in the small branch library. The children's librarian can follow what Johnnie is reading from week to week and can help him on his way. The smaller collection of books can become better known, and library discipline is a negligible consideration. With the approval of the county superintendent of schools, stories are told by the children's librarian, in the school room, and talks about books and how to use a library are given to the boys and girls.

Miss Margaret North Johnson, librarian of the Taft Branch of the Kern County Free Library, gave an informal talk on how to get people interested in reading more non-fiction. Her method is largely to place attractive books of these classes where people can find and examine them readily. Exposure to good literature is frequently all that is required to make it contagious. She told us of the request of the little girl whose mother wanted "a book about blood and thunder and love," and what she sent her to fill the demand. She emphasized the necessity for the librarian to be acquainted with her books, and of the failure of that librarian who devoted herself only to clerical and technical library work, to the neglect of the more important function of knowing books.

Mrs. Isaacson, of the Madera County Free Library, led off in an interesting discussion of "reserve books." This brought out many ideas as to the value of filling special requests for fiction, and the methods used in some libraries to discourage this form of service, but on the whole the consensus of opinion was in favor of trying to meet every request of the library patron.

Luncheon was served at the Hotel El Capitan, where the tables were decorated with California poppies, emblem of the California Library Association, gathered by members of the Merced library staff. The bobbed and the unshorn were present and both became the subject of verbal attack. Indeed, one librarian who had been much-afflicted was heard to say that he didn't so much object to the bobbed head per se, as he did to the time that was spent talking about it after it was done. While the luncheon was not a hirsute performance, it was observable that there were both shapely heads and frightful examples present.

At the afternoon session, in the Elks' hall, not only librarians were present, but many of the Merced teachers, as the schools had been closed early that they might attend the meeting. Several fine vocal selections were sung by Mr. Albert Gillette of Merced.

Mr. Milton J. Ferguson, state librarian, gave what he chose to call "A Little Library Talk," but which proved to be a well-rounded address on the library of today and its problems. He said that the library system had grown and is going to continue to grow in spite of its competitors for popular favor, the motion picture and, more recently, the radio. He spoke of hearing, while at Yreka recently, a concert put on at the Biltmore Hotel in Los Angeles. While these interests compete with the library and do away to some extent with the reading of books, yet there is always a veneration for the printed word. One of the essentials to the success of library effort is the loyalty of library workers, not only to the work itself but to those who are leaders in it.

Dr. Aurelia Henry Reinhardt, president of Mills College, gave a magnetic address upon "The Spirit of American Criticism." She said that through such periodicals as the Century, the Dial, and the Atlantic, we know the interest in literary criticism. Criticism is intelligent comment upon literature, and is not necessarily adverse. Referring to a story just told by Mr. Ferguson of the eighteen-year-old boy, six feet, two in height and weighing one hundred and eighty-five pounds, who was obliged to give up his English in which he was doing well, in order to secure a sufficient number of credits in physical training to enable him to enter college, she said that it is the youthful spirit which has to be lassoed away from this delightful pursuit of fisticuffs to English. "One of the things," she said, "which is common to your job and to mine is discrimination." Librarians are no longer pioneers, and the time is reached when the spirit of true criticism cannot take the place of the pioneer. She touched upon the philosophic criticism of Carlyle, of Ruskin, of William Morris, of the exquisiteness and joy which the latter brought into the problems of labor. She brought out the truth that the weakness in our library production is the weakness in our spiritual ideals. She made us see that the present trend of popular fiction does not mean that all life is devoid of high standards, but that it is just a picture of one little part of life today. As all life is built upon a higher plane, so will literary production advance.

The inspiration that comes to all library workers from such a meeting as this cannot be overestimated.

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New Form of Pledge of Allegiance to the Flag

You are advised that representatives of sixty-eight patriotic organizations met in Washington, D. C., June 14, 1923, under the auspices of the National Americanism Commission of the American Legion, to draft an authentic code of flag etiquette. It was decided by the commission that the pledge of allegiance to the flag should hereafter read as follows:

"I pledge allegiance to the Flag of the United States and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all."

The California Federation of Women's Clubs, through its department of American Citizenship, has requested that all schools in the State of California use the amended flag salute hereafter. Will you kindly see that the accepted form of flag salute is used in your schools?

I would also call your attention to the fact that a bulletin entitled "The Flag—How to Display It; How to Respect It" has been issued by the National Americanism Commission and can be had by addressing said commission at Indianapolis, Indiana. Every school should have a copy of this bulletin.

May I also urge that a small silk flag be displayed in every classroom in the public schools and that a large flag be hung in each auditorium?—From Bulletin No. 4, Will C. Wood, superintendent of public instruction.

Superintendent Lawrence E. Chenoweth of Kern county issued one of his keen, alert and comprehensive bulletins to his teachers on Bird and Arbor Day.

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Exchange of Ideas and Devices

Conducted by Sylvia Starr

Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.

Dear Miss Starr: When the pupils in my room are restless after completing a lesson, I have them stand and sing some of the favorite songs while materials that have been used by the class are being collected by two or three of the pupils.

Some of my boys dislike singing and have trouble carrying the tune. I allow those boys to whistle softly while the others sing the words. I have found that they are more interested in this and constant trying has helped them to get the tune in this way better than when the words are being sung. Helen Hayes.

My dear Sylvia Starr: My primary children like to make alphabet scrap books. Each book has 26 pages, one for each letter of the alphabet. In the upper right hand corner of each page the children make a large letter of colored crayon, some red letters, some blue, etc. Everything on the A page begins with the letter A, for we cut out of magazines the pictures that will be apropos to the page. For instance, on the A page we have the picture of an Apple, Artist, Aster, etc. On the B page, Ball, Book, Bakery, Bunny, etc. Under the picture of each object its name is written. At the bottom of the left of each page the names are listed. In this way the little children get practice in choosing the correct object for the lettered page; practice in cutting out; practice in pasting in artistically and well; practice in writing the words and in learning to spell and identify the objects later. On the covers of our books we paste three letters which name the books A, B, C.

The children cooperate with each other by exchanging pictures and ideas. Each child, however, works as independently as possible. The interest carried from day to day in this project is remarkable. It takes several days to make the scrap book before the work on the contents can begin.

Constance Mack.,

Dear Sylvia Starr: I would like to contribute a combination game to your column, for I get so many suggestions myself from it. During arithmetic period in my third and fourth grades I send two children to the board. I call any number such as 6. I tell the children whether they are to add or subtract with that number as the answer. If it is addition one child may write 4+2=6, or 5+1=6, or some other combination. If it is to be subtraction the same method is followed. The child who gets his combination written first takes his seat while the remaining child chooses another to race with him in the next combination. This work is done very rapidly and holds the interest and attention of the room.

Country School Teacher.

Dear Sylvia Starr: Letter writing was always a trying part of our language lessons until I conceived the idea of writing the letter and playing postman. (This is while the children are just learning the forms of letter writing, not when they are old enough to send letters through the mail, to children in other districts.) The children using my plan, write to one another. They make envelopes, if we have none, and address them. A child is chosen for postman. He delivers the mail and the child that receives the letter corrects it to the best of his ability and returns it to the writer. Then my desk is the postoffice and the letters are later left with me. I make additional corrections where necessary. A really poor letter is sent to the dead letter office, but the writer can call for it and rewrite it later. With some classes I have found it wiser to have all the letters brought directly to my desk as the postoffice, then I correct them myself and have the postman return them. Alice Higginson.

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ALASKA

A VACATION AFLOAT IN NORTHERN WATERS

By Geraldine Sartain

(Editor's Note.—This travelogue, written by a San Francisco newspaper woman who took the Alaskan trip this summer with a friend, will give teachers the information they wish to have regarding a vacation trip in the Far North. Teachers who are considering such a trip will read of the delights in store for them. Those who wish to escape the routine duties of life will find they have discovered exactly the trip to take, according to this account, which will run for several months in the Western Journal of Education.)

(Continued from last issue)

"Oh joy, actual reindeer meat," some of the youngsters aboard were exclaiming at the table that night, and sure enough our smiling "Oscar," the chocolate-colored waiter, was bearing aloft platters of the steaming, tender steak swimming in a delectable sauce.

The meal was always a pleasant function, for the Admiral Line steamers make a point of serving the delicacies of Alaska in season.

Large three-inch shrimps from Petersburg we cracked open one night; again, it was the delicious wild blue-berry pie, Alaskan strawberries that melt in one's mouth, and fresh salmon that tasted not like unto any fish ever eaten before.

A few hours of more wonderful scenery and here lay Petersburg—a quaint little village that prides itself upon its humor. For days we had been told by the officers aboard the "Queen" to see two things in Petersburg—the red bats and the iron springs.

Well, we saw them, all right, along with a disgruntled but amused group of tourists who followed the signs from the pier through the main streets. The bats turned out to be a pair of brickbats in a cage labeled "Tame, do not disturb," and where we expected to drink some iron spring water we came across a pile of rusty bed springs.

Season after season, they told us afterward, the ships' officers unite with the Petersburg-ites to fool every one on the northern trip on these two items.

We climbed into our berths early that night, for a "buttons" was to call us at five the following morning to see Taku Glacier.

Shrill blasts of the "Queen's" whistle aroused us. The bellboy followed with his gong. It was cold and misty early morn, almost dark, but in the dispelling gloom we could just make out an object that brought a thrill of wonder and excitement.

A real live ice-berg floating by the ship!

Sapphire, amethyst and jade lights shimmered from it—a bit of scintillating beauty. We hurried into our clothes in our mad haste to get out on deck.

The rest of the passengers were of the same mind, and were all out bundled in coats and steamer rugs. The boat swung about, and we were heading straight toward a huge turquoise crystal that melts into the skyline—the famous Taku Glacier. On all sides were phantom ships—hundreds of big and little icebergs with their myriad colors.

Exclamations? A few, but for the most part the passengers were silent, gazing at this gigantic bit of Nature's handiwork—this indescribable spot of rainbow hues and sheer grandeur.

It was September and all summer vast chunks of the glacier had been breaking off and falling into the sea to float away and become melted and lost in the ocean. For thousands of summers this has been going on, and still the gigantic glacier rises 300 feet high, moving steadily forward 10 feet a year, and yet, each year, undiminished in size.

Beside Taku is the "dead" glacier—one that has shown no movement for more than 200 years. It looms up a dark, murky mass, covered with sticks and the dirt of centuries, such a contrast to the shimmering face of Taku. The dead glacier is receding gradually, and instead of reaching down to the water's edge, there is quite a strip of little beach in front of it, covered with moss and growing trees.

Taku Glacier alone has justified the trip to Alaska!

But we were away again—into Gastineau Channel and straight on to Juneau, the capital of Alaska, that fair city at the foot of a towering green mountain, down the side of which three snowy waterfalls flow, etching three lines of white against the wooded slope.

A live, bustling place is Juneau, with its 15 miles of planked streets, its $75,000 school, concrete buildings, stores, banks, hotels, theaters, three department stores and its fine curio stores. One of these, "The Nugget Shop," is noted all over the world for its nugget jewelry and curious native work. There are government Indian schools, a high school, fine government buildings, and a population that numbered 5000 three years ago.

Three groups of famous mines are near there—the Alaska-Juneau within the town of Juneau; the Gastineau, three miles below at Thane, and the Treadwell group across the channel.

The latter presents a curious picture today, for a slide came several years ago, sliced off the side of the mountain at Treadwell, and the sea rushed in, leaving ruin in its wake.

Now the two adjoining towns of Douglas and Treadwell lie in the summer's sun and the winter's snow, placid and empty, save for some hundred souls or so who have remained. We walked through the deserted streets of Douglas, once a town of 3000, listening to our own footfalls reverberate through the empty desolation—stores, saloons, dance halls, theaters and banks—all boarded up and closed.

(To be continued)

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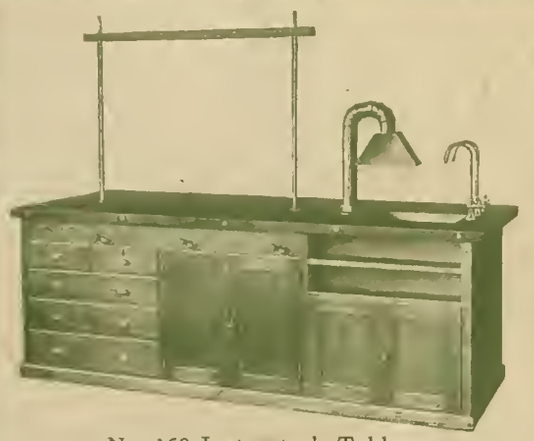

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THE WESTERN JOURNAL of EDUCATION

APRIL, 1924

Memorial Day Number

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HARR WAGNER, Managing Editor.

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Battle Hymn of the Republic

Mine eyes have seen the glory of the coming of the Lord;
He is tramping out the vintage where the grapes of wrath are stored:
He has loosed the fateful lightning of his terrible swift sword;
His truth is marching on.

(Chorus)
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps.
They have builded Him an altar in the evening dews and damps;
I can read His righteous sentence by the dim and flaring lamps;
His day is marching on.

(Chorus)

He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of men before His judgment seat;
O, be swift, my soul, to answer Him! be jubilant, my feet.
Our God is marching on.

(Chorus)

In the beauty of the lilies Christ was born across the sea;
With a glory in His bosom that transfigures you and me;
As He died to make men holy, let us die to make men free,
While God is marching on.

(Chorus)

—Julia Ward Howe.

Source Material for Memorial Day Program in the Schools, May 30

By Ruth Thompson

THE ORIGIN OF MEMORIAL DAY

Memorial, or Decoration, Day was established by Commander-in-Chief John A. Logan on May 5, 1868, for the purpose of decorating the graves of the soldiers who died in defense of their country. It is because of this decorating that the day is often called "Decoration Day." At first the soldiers of the Civil War were those to be remembered; next those of the Spanish-American War were added to the number. The graves of the soldiers of the World War now complete the sad list. The day has developed a significance for those who have buried their loved ones and it is now regarded as one to decorate the graves of all the dead with wreaths and flowers.

The general order establishing the first Memorial Day follows:

Headquarters, Grand Army of the Republic,
Washington, D. C., May 5, 1868.

General Orders, No. 11.

I. The 30th day of May, 1868, is designated for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village and hamlet churchyard in the land. In this observance no form of ceremony is prescribed, but Posts and Comrades will in their own way arrange such fitting services and testimonials of respect as circumstances may permit.

We are organized, Comrades, as our Regulations tell us, for the purpose, among other things, of preserving and strengthening those kind and fraternal feelings which have bound together the soldiers, sailors and marines who united to suppress the late rebellion. What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead, who made their breasts a barricade between our country and its foes? Their soldier lives were the reveille of freedom to a race in chains and their deaths a tattoo of rebellious tyranny in arms. We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can do to their adornment and security is but a fitting tribute to the memory of her slain defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism or avarice or neglect, no ravages of time testify to the present or to the coming generations that we have forgotten as a people the cost of a free and undivided Republic.

If other eyes grow dull and other hands slack, and other hearts cold in the solemn trust, ours shall keep it well so long as the light and warmth of life remain in us.

Let us then, at the time appointed, gather around their sacred remains and garland the passionless mounds above them with choicest flowers of springtime; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledge to aid and assist those whom they have left among us, a sacred charge upon a nation's gratitude—the soldier's and sailor's widow and orphan.

II. It is the purpose of the Commander-in-Chief to inaugurate this observance with the hope that it will be kept up from year to year while a survivor of the war remains to honor the memory of his departed comrades. He earnestly desires the public press to call attention to this Order, and lend its friendly aid in bringing it to the notice of comrades in all parts of the country in time for the simultaneous compliance therewith.

III. Department Commanders will use every effort to make this order effective.

By command of
John A. Logan, Commander-in-Chief.
N. P. Chipman, Adjutant-General.

MEMORIAL DAY

(From Federal Citizenship Textbook)

Every year we have a Memorial Day. It comes on May 30. This is a beautiful time of the year. The grass is green, the flowers are in blossom, and the birds are singing. Our country is beautiful and we are happy here. We stop to honor those who lived and died for our country. We have many blessings because of their service.

It is a beautiful holiday. Parades are held. The flag of our country is placed over every soldier's grave. Flowers are lovingly placed there, too.

This day was set apart in memory of the Civil War soldiers and sailors. They fought to keep our country one nation. We must not forget them. Only a few are living now. They wear their blue uniform on Memorial Day. Once they were called "The Boys in Blue." We honor and respect these old men and their dead comrades. They followed our flag as others have done. We now also honor the dead soldiers and sailors of the Spanish War and the World War on Memorial Day.

America keeps no large army. Her young men come when she calls them to the colors. They will live for her and work for her; they will give their lives for her. We honor all who are loyal to America. On Memorial Day we honor those who died for our land.

THE AMERICAN EAGLE

Five thousand years ago in the Euphrates valley the eagle was regarded as the emblem of might and courage. Later Imperial Rome adopted the spread eagle as its symbol and today the United States symbolizes the eagle.

Soldiers and sailors often take pets with them when they go on long marches or voyages. During the Civil War the Wisconsin soldiers took an eagle as their mascot. That eagle lived to be famous. This is his story:

Chief Blue Sky, an Indian, captured a young American bald eagle. He sold it to a white man for five bushels of corn. When the Civil War began some Wisconsin soldiers wished to take the eagle with them as their mascot. They bought the bird Chief Blue Sky had caught and took the "Bird of Freedom" with them.

That eagle was named "Abe" for the President, Abraham Lincoln. A red, white and blue ribbon was tied around his neck. A perch was made for him and this perch was carried by a man who marched next to the color bearer. The perch was decorated with red, white and blue.

Abe was friendly with all the soldiers, but he chose his own special friend and would let no one else take care of him.

Abe seemed to learn the orders with the soldiers. When he was in his first battle and the first shot was fired he broke his cord and soared high above the smoke of battle. The soldiers thought they would never see him again, but above the roar of guns at intervals, they heard him screaming. After the battle was over he circled the sky and swept down again upon his perch. He whistled and chuckled and ruffed his feathers. He walked around the camp and seemed to say to the boys, "Well it is over, my friends and we licked them."

Abe was never tied again. He was free and he often went out to hunt and fish for himself, but he always returned to his own camp and perch.

It is said that Abe went through twenty-two battles, about thirty skirmishes and though he was wounded several times it was never a severe wound he received. His perch was almost shot to pieces.

After the Civil War Abe retired with his army friend to Wisconsin. In 1876 he was taken to Philadelphia to the Centennial Exposition. His story was told and pictures of him were bought by thousands of admirers.

Old Abe died in 1881. He had been regarded as "A type of the sons of liberty" and his body was stuffed and placed in the State House in Wisconsin. There it remained until destroyed by fire when the State House burned.

THE STORY OF THE BATTLE HYMN OF THE REPUBLIC

The Civil War was raging between the North and South when Mrs. Julia Ward Howe visited Washington, D. C., with her husband. The war spirit was prevalent and it depressed Mrs. Howe because she could not do more for her country.

One day Mrs. Howe and her husband went with a party of friends to attend the review of some troops near the city. Suddenly the enemy broke in upon the maneuvers. Soldiers galloped to the assistance of the Union troops, whose line of escape would be cut off in a short time.

Soon the flurry was over and those who had attended the review began their return to Washington. Enthusiastically they sang popular songs, including "John Brown's body lies a-mouldering in the ground; his soul is marching on."

The Rev. James Freeman Clarke, seeing how pleased the soldiers were with the singing, turned to Mrs. Howe and asked her why she did not write words that would fit the stirring tune. Mrs. Howe replied that she could think of nothing that would do.

It was that night that she wrote the "Battle Hymn of the Republic." In her reminiscences she tells of it:

"I went to bed that night as usual and slept, according to my wont quite soundly, I awoke in the gray of the morning twilight; and as I lay waiting for the dawn, the long lines of the desired poem began to twine themselves in my mind. Having thought out all the stanzas, I said to myself, 'I must get up and write these verses down, lest I fall asleep again and forget them.' So with a sudden effort I sprang out of bed, and found in the dimness an old stub of a pencil which I remembered to have used the day before. I scrawled the verses almost without looking at the paper. I was obliged to decipher my scrawl before another night should intervene, as it was only legible while the matter was fresh in my mind. At this time, having completed my writing, I returned to bed and fell asleep, saying to myself, 'I like this better than most things I have written.'"

The Atlantic Monthly published the song. The Union armies took up the song. It immediately swung into popular favor and since it was written it has been sung upon countless numbers of occasions.

At Brown University the Honorary Degree of Doctor of Letters was conferred upon Mrs. Howe when she had passed her ninetieth birthday. When she was helped to the platform and the degree was bestowed upon her amidst rousing cheers, the "Battle Hymn of the Republic" was played by the orchestra while the audience remained standing. Mrs. Howe was addressed on that occasion as "Author, Philanthropist, Mother, Friend of the Slave, a Personal Friend of all who Suffer, Singer of the Battle Hymn of the Republic, allied with all Educators through her Faith."

OUR FLAG

(Three children, each carrying a small flag, appear upon the stage. Each child wears a sash of tissue paper, one of red, one of white, one of blue. The sashes are worn over the right shoulder and tied at the waist under the left arm. Sashes of bunting or silk are more effective.)

ALL—
"We wear today the colors
To which our hearts are true;
We wave them now above us,
The Red, the White, the Blue.

RED SASH—
"Red, like the rays of the morning
When comes the dawn's first gleam,
Within our glorious banner
Seven brilliant stripes are seen.

WHITE SASH—
"Pure as the snowflakes falling
Upon the mountain side,
Amid the streaks of crimson
Six stripes of white abide.

BLUE SASH—
"And, as the sky at evening
Enfolds the stars of night,
The blue field of "Old Glory"
Bears all its stars of white.

ALL—
"Give we our grand old banner
The honor that is due
To Freedom's sacred emblem,
The Red, the White, the Blue."

MEMORIAL DAY QUOTATIONS

We pay silent and grateful tribute today to those gallant sons of America who have given their lives that the great principles of liberty and justice might endure. Their heroism, their love of country, and their self-sacrifice, will forever constitute the brightest pages of American history. The traditions received from their forefathers gave them the inspiration for patriotic service which will be a consecrated guide for future generations. We shall always remember the brave soldiers of our Allies whose supreme sacrifice on the battlefields of Europe in the cause of right made victory possible. We salute the Allied dead.—John J. Pershing.

The Americans fought side by side with the French soldiers for the triumph of Justice and Right. The sacrifices of those who fell show clearly to us our duty, for their voices rise unceasingly to proclaim that only the union of the allied countries, sealed upon the fields of battle, will uphold the peace of the world.—Marshal Foch.

They sleep in their manhood, the true and the brave,
And Liberty guardeth each patriot's grave;
Some in the sunlight, and some in the shade,
Some 'neath the vine in the wren-haunted glade,
Some in a nook nearly hidden from sight,
Others far up the lone mountain height;
Though scattered they be, the Blue and the Gray,
The love of the Nation will find them today.—T. C. Harbaugh.

'Twas not in vain, O noble band,
Your blood imbued Columbia's sod,
United now her children stand,—
One flag, one country and one God.
—George D. Emery.

"For the youth they gave and the blood they gave
We must render back the due;
For every marked or nameless grave
We must pay with a service true;
Till the scales stand straight with even weight
And the world is a word made new.
—Theodosia Garrison.

Any Memorial Day of this sort is, of course, a day touched with sorrowful memory, and yet I for one do not see how we can have any thought of pity for the men whose memory we honor today. I do not pity them. I envy them, rather, because theirs is a great work for liberty accomplished. . . . When you reflect upon it, these men who died to preserve the Union died to preserve the instrument which we are now using to serve the world—a free nation espousing the cause of liberty.—Woodrow Wilson.

IN FLANDERS FIELDS

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly,
Scarce heard amidst the guns below.
We are the dead. Short days ago
We loved, felt dawn, saw sunset glow,
Lived and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe!
To you from falling hands we throw
The torch. Be yours to hold it high!
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.
—Lieut. Col. John D. McCrae.

AMERICA'S ANSWER

Rest ye in peace, ye Flanders dead;
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields.—R. W. Lillard.

THE VETERANS

Every year they're marching slower, every year they're stooping lower,
Every year the lilting music stirs the hearts of older men,
Every year the flags above them seem to bend and bless and love them,
As if craving for the future when they'll never march again.

Every year that day draws nearer, every year this truth is clearer,
That the men who saved the nation from the severing Southern sword,
Soon must pass away forever from the scene of their endeavor;
Soon must answer to the roll-call of the Angel of the Lord.

Every year that dwindling number, loyal still to those that slumber,
Forth they march to where already many have found peace at last;
And they place the fairest blossoms o'er the silent moldering blossoms,
Of the valiant friends and comrades of the battles of the past.

Every year grow dimmer, duller, tattered flag and faded color,
Every year the hands that bear them find a harder task to do;
And the eyes that only brighten when the blaze of battle lighten,
Like the tattered flags they follow are grown dim and faded too.

Every year we see them passing, every year we watch them passing,
Scarcely pausing in our hurry after they are off again;
But the tattered flags above them seem to bend and bless and love them,
And through all the lifting music sounds an undertone of pain.—Anonymous.

OUR FLAG

(Three children, each holding a flag, stand in a row in front of the class. The three children in turn recite the first three stanzas, each one holding his flag out as he speaks. All recite last stanza in chorus with flags uplifted. Salute the flag.)

First Child—

Flag of the brave—
Flag of the free—
Flag of our country,
For you and for me.

Second Child—

Bright field of blue,
Stripes of bright hue,
Red for our heroes,
Clean, strong and true!

Third Child—

Wave o'er our land,
Sweet peace command,
God bless our country
For right it shall stand.

All—

Flag of the brave,
Flag of the free,
Flag of our country
For you and for me.—R. T. P.

The teacher may explain the significance of the colors of our flag. The **Red stands for Courage; White stands for Truth; Blue stands for Justice.**

UNIVERSITY OF CALIFORNIA SUMMER SESSION, BERKELEY, JUNE 23 TO AUGUST 2, 1924

Courses of Interest to Commercial Teachers

Mr. Edward J. McNamara, administrative head of Girls' High School, Brooklyn, New York, will conduct the following courses in commercial subjects during the summer session in Berkeley:

Administration of Commercial Departments.

A definite analysis will be made of the work of a head of a commercial department in directing instruction in bookkeeping, commercial arithmetic, stenography, typewriting and other commercial subjects. His pedagogical and administrative responsibilities will be considered and suggestions will be given for the efficient organization of his department. The course is especially for those who have had some experience in teaching commercial subjects. One unit.

Methods of Teaching Typewriting.

The purpose of this course is to train teachers to make a study of the difficulties encountered in learning typewriting so that scientific methods may be applied in imparting instruction. A thorough study of motor psychology in its bearing upon typewriting will be made in formulating methods of instruction for both elementary and advanced classes. Two units.

Methods of Teaching Shorthand.

This course will endeavor to train teachers of shorthand to use modern principles of pedagogy in their work. As shorthand is a skill subject, emphasis will be laid upon the principles of psychology underlying drill and motor control. A brief review of the principles of interest, attention, habit formation, association, and self-activity will be made. Two units.

For further information concerning the work to be offered during the summer session, address the Dean of the Summer Sessions, 105 California Hall, Berkeley, California.

The Western Association of Western Appointment Secretaries, which is affiliated with the National Association of Appointment Secretaries, met at Casa Del Rey, Santa Cruz, April 17. Mrs. Cheney was elected president and Mrs. Snell secretary. The association intends to promote requirements that call for special fitness and to increase in every way possible the splendid service they are giving to their respective institutions and the people.

F. E. Martin, business manager of the Pasadena School Department, has been elected city superintendent of Santa Monica, salary $6000. Superintendent Martin was formerly of San Diego County.

The Story of Chocolate*

[Continued]

By Barbara Reid Robson

IN the tropics of Central and South America, in the West Indies and far away Africa grows the cocoa tree which produces the bean from which cocoa and chocolate are made. The fruit of this tree is a white sweetish pulp enclosed in irregular, angular pods, nine to twelve inches long and about half as much in diameter. Embedded in the pulp and closely packed together are the beans or seeds. These are about the size of ordinary almonds, whitish when fresh and of a disagreeable bitter taste. When dried they become brown.

The fruit is four months ripening but it matures the whole year through. The chief harvest is in the early spring.

The cocoa tree is planted from fresh seed. Four or five are put in each hole, five yards apart in rows. These crops are grown until the fifth or sixth year, when the tree reaches eight or nine feet and begins to bear fruit.

In the tenth year the tree reaches maturity and a height of twenty or thirty feet. Then each tree produces on an average of one pound of dry cocoa. Some isolated trees produce seven or eight pounds.

The blossom is very small, pinkish white and wax-like in appearance. When the light green pods begin to ripen and turn a yellowish brown, skilled natives remove them with pruning knives attached to long poles. They are heaped in piles and other laborers cut the pods open and extract the content. The drying is done on open platforms of split bamboo and palms for three or four days. The pods are then broken open and the seeds are fermented and brought to market in the crude state. Upon color of shell and kernel, relative bitterness, flavor and odor, depends the market value of the seeds.

The process of manufacture begins with roasting the bean to just the right degree to produce the best flavor. After being rapidly cooled, they pass through great rollers which crack the beans—while an air draught blows the husks from them.

Whether for chocolate or cocoa making, the beans, freed from their husks, are subjected to a milling or grinding process which reduces them to a heavy liquid-like molasses, owing to 50% of the bean being vegetable fat. In making cocoa, this liquid is poured into hydraulic presses and a considerable part of the cocoa butter pressed out. The dry cakes remaining are pulverized, bolted, and packed in cans.

To make bitter cake chocolate, the heavy liquid mentioned above is molded in pans without the abstraction of the cocoa butter or the addition of any flavor or sugar.

In the big Ghirardelli plant in San Francisco, for example, we find not only the most modern machinery and equipment for the manufacture of chocolate products, but the skill and knowledge born of more than 70 years' devotion to a single art.

★ *Note:* This is the second of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! To be sure of having the entire series, we suggest that you fill in and mail the coupon at the right.

Mail this coupon for the complete series on the Story of Chocolate

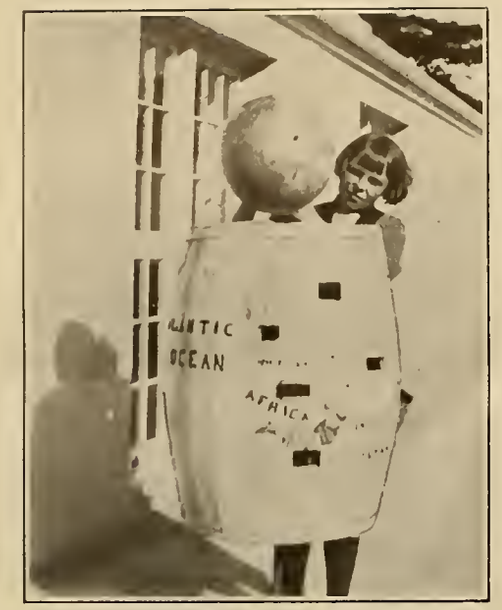
D. Ghirardelli Co., Domestic Science Dept., 920 North Point St., San Francisco:

Please put me on your mailing list for the complete series on the Story of Chocolate. Absolutely free, of course!

*Name*_____

*School*_____

*Address*_____



The Barrel Project

THE WORLD AROUND AN EMPTY BARREL AND THE SPLENDID SCENES TO BE SEEN INSIDE

By E. E. Balcomb

State Teachers' College, Arcata, Calif.

This girl seems to be putting the world into the barrel. What the class really did was to put the people and their customs in the barrel while the map was wrapped around the outside.

A bright class in the upper grades of the training school must review the subject of geography. They were not strangers to projects nor to hard work. This was to be their last work in geography. So it was desirable to make it as attractive and helpful as possible. For one of the objects of any school is to place the child's mind in such an attitude that when he has finished a study, or his formal school life, he will still have a strong desire to push on and learn more, instead of sitting complacently down and drifting with the tide.

Another aspect of the work that must be kept in mind in a training school is that the work shall be such that the student teachers may profitably use the suggestions when they go out to teach in their own schools. The project adopted seemed to fill all of these conditions.

It had interest for the children. It would make a lasting impression upon their minds. It was thoroughly practical for the student teachers to use in their work after graduation.

Since the world to be reviewed was round the subject of the project must be round. A barrel was just the thing. The world turned. So must the project. The barrel mounted on a "broomstick." How appropriate!

The first discussion arose over the question of where to secure the necessary barrel. The barrel must of course be large and clean. It was decided that a committee of three boys, one of whom had an automobile, should call upon a very good natured and obliging merchant who kept his store about half way between the college and the business part of town. The merchant was a congenial man who appreciated the enthusiasm of children. So he found a nice, large, clean sugar barrel. This he donated to the class.

The next day when the class met, the boys proudly presented the barrel as the first contribution to the success of the project. The class gave it a critical inspection and found it perfect in every respect—that is, insofar as a barrel can be perfect.

Then all turned in with a will to prepare the mechanical part of the project. No real work shop was even more busy and cheerful. The zeal and good fellowship were unbounded. Teaching was a delight this teacher will long remember. There were sticks and broomsticks to be secured, paint and paper to purchase. There were figures of wild animals, tiny dolls, and boxes to be bought.

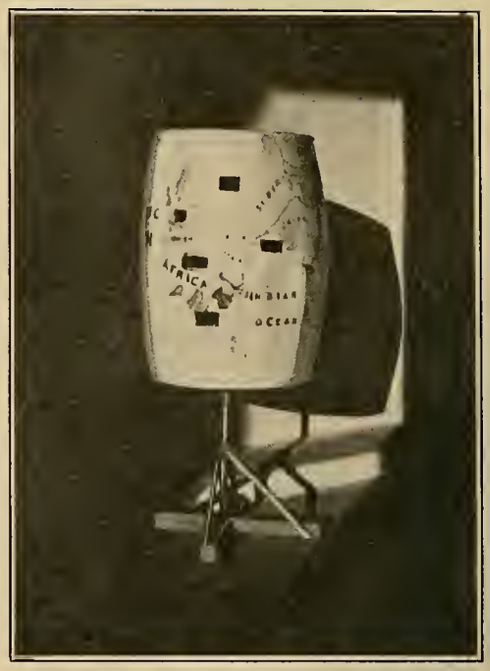
The work was divided up by the class so that the heavier part fell to the boys, while the girls did the lighter and more aesthetic portion. The boys secured a four-foot piece of 2x2 inches and cut it so as to make two pieces each two feet long. These were mortised together at the center so as to form all of the angles right angles. A hole was bored in the center of the two. The broomstick solidly fastened upright in this hole. This formed the foot or base. To strengthen the brookstick, four small braces were nailed to it.

A piece 2x4 inches was nailed across just inside the top of the barrel; a hole was bored in this and one through the bottom of the barrel. A piece of 1x4 inches was nailed on top of the 2x4 inches, but there was no hole bored in this piece. The barrel was now placed, right side up, over the broomstick.

The barrel was treated to two coats of good blue oil paint. This treatment helped to fill cracks and to smooth any little rough places. The chief reason for this treatment was so that all parts of the world (barrel) not covered by the map of the land would be the "oceans' own blue". Every teacher will see the great advantage of this treatment over that of trying to paint the oceans after paper maps had been put in place. Either the edges of the paper map would have been tinged with blue paint or there would have been a white streak all along the coast line where the land and water failed to meet.

While the boys were thus engaged in the more mechanical part, the girls of the class were doing the more artistic portion. I must say, however, that it frequently developed that girls could drive a nail or saw a board with skill equal to that of any of the boys. The girls secured a large wall map of the world on Mercator's projection. By careful measurements they discovered that the map was almost exactly the right size to wrap around the barrel. They laid the map on the table and placed pieces of tracing paper all over the map. As many girls as possible went to work, with the result that the map was soon traced. Some sheets of a good grade of cardboard were purchased and by the aid of carbon paper the tracing paper map was transferred to the cardboard.

Our art teacher, Miss L. Viola Waller, who has always been perfectly splendid to cooperate with the other departments of the college, now came to the assistance of the class. With water colors the map was carefully made to show the elevations as well as the size and shape of the leading nations of the world. A few large cities



A view of the Barrel Project when finished

were located, in addition to rivers, lakes, etc. Too much detail was avoided, as the intention was to make certain things stand out in bold relief.

The oceans "being dry" (that is, the blue paint on the barrel), the map, which had been the object of so much solicitude, was, by means of tacks and glue fastened to the barrel.

There was the map of the whole world, as round and pretty as you please. Now the problem was to represent the different races of people, the round world over, in their favorite occupations and appropriate costumes. Then scenery of city or mountain or plain must be shown. Then, too, the products in which each country excelled or for which it was famous must be made to appeal to the eye.

The suggestion of pasting these on the outside of the map was rejected because it would mar the natural beauty of the map and then all decided that the figure of a man, for example, would spread over miles and miles of their perfectly good map. Many other suggestions were made and discussed, only to be rejected. Finally the happy inspiration came and all were pleased. This delightful and necessary information was to be concealed in the very bowels of the earth. Yet it would be perfectly evident and delightfully appealing to the careful observer.

Take the case of Egypt, for example. Very minute figures of people, dressed to represent the characteristic clothing of the "dwellers by the Nile", were placed in a small box. The lid to the box and one end were removed. As a background in the box were pyramids, sphynx, and a sandy waste of desert, while the all-important Nile meandered calmly in the foreground. Of course "the land of the Pharoahs" would not be complete, now, and especially last spring, without some reference to "King Tut". This was all arranged in the little box in such a manner as to be very pleasing when looked at from the front, where the end of the box had been removed. A small opening was cut in the map of Egypt, not only through the map but clear through

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Vacation with Study

Summer Session Facts

Courses for the 1924 Summer Session to be based on the needs of teachers.

Special courses for teachers in graded and rural schools.

Special courses for students from the elementary and high schools.

Advanced courses for supervisors of the Arts and Crafts.

Thirty courses given in the Arts and Crafts.

Special courses in Constitution and Public Education in California. Lectures in each course will be given daily, (from Monday to Friday, inclusive) each course taking an hour. The two courses will be given afternoons from three to five o'clock. These courses, when satisfactorily completed in the Summer Session, will fully satisfy the requirements of the California State Board of Education. Two units of credit for each course will be given students satisfactorily completing the work. Both courses will be given by Mrs. Grace C. Stanley, State Commissioner of Elementary Schools, Sacramento.

The courses in Constitution and Public Education in California will furnish opportunity to many teachers not only to secure two units or four units of credit necessary to obtain credentials or renewal of credentials, but also to take selected courses in the Arts, Crafts, and Household Arts to complete a full Summer Session course of six units.

Eighteenth Annual Summer Session
June 23d to August 1st, 1924
Classes at Berkeley and Oakland
Write for Summer School Catalog
F. H. MEYER, Director

Bradley Quality Books

SILVERSHEENE, KING OF SLED DOGS

By CLARENCE HAWKES

The story of Silversheene is colorful and graphic. It carries the reader from New York, cross-country and north to the Yukon. Aside from the true story value a glimpse of the Alaska of today is given which is truly good. The prologue, telling of the origin of dogs, throws one in perfect sympathy with what is to come. Silversheene's adventures show the loving and sterling qualities a dog may possess; his adventures serve as the medium through which the reader is carried up the inland passage to Alaska; through winter and summer scenes; through the autumn and spring migration of animals and birds; through phases of the life of the people and of the reindeer industry. After leading the life of his wolf ancestors, Silversheene returns contentedly to the civilized life to which he was trained. The volume is illustrated, as others of Hawkes' books are, by Charles Livingston Bull, famous San Francisco artist. The book is one of the Milton Bradley Company Quality Series.

Milton Bradley Company
San Francisco, California

the barrel as well. On the inside of the barrel—you remember, the top of the barrel was open—a small shelf was nailed just below the hole made in the map of Egypt. On this shelf the magic box of Egypt was placed—open end toward the hole in the barrel. To a child, turning the barrel and viewing the world, looking into the hole in Egypt, here was presented the daintiest and most charming little scene of magic that he could ever imagine. It was a real joy to see the expression of surprise and delight as it spread over the faces of young and old when this true surprise burst upon their sight.

Many such "surprises" were arranged. In South Africa the diamond fields, the gold mines, the trekking wagons and the Boer ranches were shown.

What delighted the little girls most was the ostrich, with its plumes for "milady's" hat. Paris with all its exquisite fashions and beautiful parks had a box all its own. China and Japan had each its resistless charm of the Orient.

Of course, there were many other beautiful and interesting places shown. Humboldt with its dairy cows, creameries and milk, sugar factories, its mighty redwoods and sawmills, with ships carrying lumber to all parts of the world, was not forgotten, for here was where the children lived. The inside working of our "wonder world" was screened from public curiosity by covering the top of the barrel with thin, almost transparent tracing paper. This let in sufficient light for the "show to proceed". It was very interesting to see the curiosity of the observers and their anxiety to see into the "top of the world". You must remember, they did not have the benefit of all this explanation you have been reading. They looked into a small hole and there behold this dainty vision, to all appearances "suspended in mid-air". The interest of the class was the great delight of their teacher. They were not allowed to work at the project more than two days a week, and not then unless they had made good progress in the review book work, the references and other literary aspect of the geography work. They had thorough examinations and tests, as well as reviews. The genuine interest in working out and constructing something was sufficient to buoy them up and carry them forward with light hearts at all times. The pupils were "glad when the time for geography came." This, I tell my teachers, is the real test of successful teaching in any subject in any school.

A Class and the Project

The world was "ready to go round" at commencement time and many a visitor gave it a "merry turn".

This project lends itself to all kinds of schools, especially rural schools, where the interest will be intense.

The project seems to be an ideal one when judged by Burton in his book, "Supervision and the Improvement of Teaching." In discussing the project he says: "A charming process dominated by the wholehearted desire and purposes of the pupil which utilizes to the fullest the opportunities of the situation. The wholehearted interest of the pupil leads him to secure much additional and related information and many related skills he would neither know about nor pay attention to under the passive process of absorption."

The few pictures shown with this article are from photographs of the completed barrel. Of course, they cannot show any extended surface of the map on the barrel because the barrel is curved and this curved surface of the barrel makes it impossible to get much of it in focus at any one time.

A neatly printed card three by ten inches with the words "See the World Go Round" and the name of the grade that did the work was properly fastened to the "world".

The teacher was Miss Adele Savage, who graduated from the Teachers' College last

May and who is now holding a responsible position as teacher in the public schools.

This project can be used to illustrate day and night by using either artificial or sun light. It was very important for the child to see that the light and darkness stay in the same place while our homes simply pass into the light in the morning and into the shadow at night.

With this the teacher can also illustrate the position of other places on the globe in relation to the child's home. For instance, they can be asked what country is opposite their school house; what country is having midnight, etc.

Prof. Curtis E. Warren, the principal of Marysville Union High School, comes to that position from the principalship of Antelope Valley High Union School District of Los Angeles County, California. The Antelope Valley Union High School is located at Lancaster, the chief town in what is known as the Antelope Valley. The Antelope Valley is that portion of Los Angeles and Kern counties lying between the Tehachapi Range and the Sierra Madre range of mountains. It is in reality the western arm of the Mojave Desert. The Antelope Valley High School District extends over an area of 1250 square miles in Los Angeles County, and also serves 250 square miles of territory in Kern County, although the Kern County territory is not a part of the high school district. The Antelope Valley, like other desert or semi-desert country, has wide extremes of temperature. Portions of it have zero weather and deep snows infrequently in the winter time. The people in that section of California are engaged in dry farming or in farming by irrigation, or in stock raising. Real estate holdings are large and the inhabitants are widely scattered. These conditions have given Antelope Valley Union High School District some problems that are not found elsewhere.

Prof. Warren was serving his fifth year in that high school when he was called to Marysville. During his service at Lancaster he accomplished a great work, and advanced the high school to such a point of efficiency that those who are familiar with his work unite in classing it as one of the best small high schools in the state. Under Prof. Warren's leadership a $200,000 bond issue was voted and a thoroughly modern plant was constructed to meet the needs of the community.

The school maintains an extensive dormitory system. It also operates an extensive system of transportation. The school devotes much time to agriculture and to farm life. The manual training department repairs practically all of the farm machinery of the valley. The services which it has been rendering under Prof. Warren's leadership are greatly appreciated by the parents of the 150 boys and girls who attend the high school, and by every friend of education. The people were exceedingly reluctant to have Prof. Warren leave Lancaster, but they were too generous to stand in the way of the promotion which came to him when Marysville sought his services.

Roseville Grammar School

Roseville has a beautiful new grammar school and an enrollment of about 1100 pupils in the two schools of the town. Three new rooms are to be added to the old building this summer, two were added last year. Mr. W. T. Eich, the principal and district superintendent, has much to be proud of in his new buildi ng and the rapid growth of his schools where he has been located for the last five years.

Roseville owes its increasing prosperity in large part to the fact that it has the largest icing plant in the world. The Pacific Fruit Express has to re-ice all of its refrigerator cars here to prepare them for the long haul and through the Sierras. The Southern Pacific also has extensive shops located there.

Oakland

Mr. H. B. Scott, for four years teacher of arithmetic at the Horace Mann Junior High School in San Francisco, is now supervising principal of the Orland grammar schools and has recently been placed on the Glenn county board of education.

Orland is an "honest to goodness" American community with no foreign element to consider and Mr. Scott has an excellent opportunity to do some fine work. Glenn county schools are good schools and Mr. Scott is taking a great deal of pleasure and satisfaction in working with Supt. Chaney and the members of the county board. Mr. Scott takes the place on the board of Mrs. Hazel K. Rankin, who has moved to Los Angeles.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION. MARCH 31-APRIL 5, 1924.

The State Board of Education met in regular quarterly session in Sacramento, California, on March 31, 1924.

The board was informed that, through the courtesy of Mr. Harr Wagner, the February issue of the Western Journal of Education was devoted to the Bird and Arbor Day material which Mrs. Grace C. Stanley had been authorized to print in a bulletin, jointly with the office of the Superintendent of Public Instruction.

A telegram was received from Bruce H. Painter, high school principal at Petaluma, California, requesting the board to defer action on the Muzzey history until after the high school principals' convention.

The board authorized the Commissioner of Vocational Education to call an art conference, to be held in San Francisco, at the Palace of Fine Arts, May 8th, 9th and 10th.

It was the sense of the board that the schools be allowed about two years to experiment and come to an agreement as to the system of writing which would best fit the needs of the schools. The board therefore voted that further publication of the Zaner-Bloser Copy Books be suspended and that no writing system be adopted immediately upon the expiration of the contract with the Zaner-Bloser Company June 30, 1924.

The contracts with Row, Peterson & Company, Chicago, for the Free & Treadwell Primer, First Reader and Second Reader, were renewed for four years, beginning July 1, 1924.

The contract with Rand, McNally & Company for the Beginner's History by William Mace was renewed for four years, beginning July 1, 1924.

The contract with The Macmillan Company for the Advanced History by Beard & Bagley was renewed for four years, beginning July 1, 1924.

Objections were raised to the following rule of the board:

"It shall be inadmissible for any author, publisher, or representative of author or publisher to discuss the merits of any textbook with any member of the State Board of Education, or with any commissioner, textbook assistant, or other official of said Board of Education, during such time as the textbook, series, or system is under consideration. No oral presentation shall ever be made except on request, and under rules prescribed by the State Board of Education; and any written presentation or communication relating to the textbook, series, or system in question, whether intended for members of the Board of Education, or for commissioners, textbook assistants, or other officials of said board, must be addressed to the State Board of Education. The cabinet will hold hearings at which the representatives of the book companies may present the merits of their books. No hearing may be conducted by the cabinet unless at least four members are present, two of whom shall be the executive secretary and the commissioner of elementary schools."

The above rule was amended by striking out that portion of the rule which precludes and prohibits representatives of the book publishers from taking up with any member of the board the subject of the merits of any textbook at any time that is mutually convenient.

The Textbook Committee reported that on account of the saving that had been made in various ways, there would be sufficient money in the Schoolbook Fund to enable the board to furnish geography readers for at least one grade. It was agreed that after the material which had been submitted by the publishers had been reviewed and the reports prepared the board would meet in special session at the call of the president to consider the adoption of a text.

The board authorized the printing of 20,000 copies of the Manual on Health Inspection and Health Instruction, prepared by Dr. Stolz at the board's direction, and 100,000 individual health and development record cards to be distributed with the manual.

A discussion on Muzzey's history was the special order of business for Thursday afternoon. Following a statement by Mr. J. B. Griffen, member of the City Board of Education, Sacramento, the matter was discussed at length and was participated in by the members of the board. It was voted to postpone action, in deference to the request of the high school principals, until after the high school principals' convention. The matter was made a special order of business for the morning of June 25.

The contract was renewed for four years with Rand, McNally & Company for the Thorndike Arithmetic, Book One, Book Two and Book Three, with the substitution of problems furnished by Dr. Edward Lee Thorndike for those contained on pages 178 and 181, which had been given publicity as being propaganda.

The following resolution was adopted, in accordance with the recommendation of the commissioner of vocational education:

> Resolved, That the State Board of Education request high school boards of education to appoint community advisory committees to confer with high school principals and the State Commissioner of Vocational Education to the end that the most effective and practicable program for part-time education be worked out in each community.

The form for the supervisor's and administrator's credentials, recommended by the Commission of Credentials, were approved by the board.

The offer of The Macmillan Company to furnish without extra expense new plates with revisions for the Beard & Bagley history was accepted.

A three-year course for graduation from the State teachers' colleges, as requested by the presidents, was approved, the requirement to be effective for all candidates for the diploma on and after September 15, 1927.

By unanimous consent of the joint meeting of the State Board of Education and the State Teachers' College presidents, the number of units in education required for the elementary certificate by the State Teachers' Colleges was reduced from 32 to 24 units.

Retirement Salary Business

Refunds of erroneous salary deductions were granted, amounting to $445.00.

Fifteen thousand dollar Sonoma Valley high school bonds and $15,000 Petaluma high school bonds were purchased.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Mary A. Fay, San Francisco; Tillie M. Gallagher, Shawmut; Frances Greenwood, San Francisco; Mrs. Alice M. Hanson, Pasadena; Mildred P. Hanson, San Jose; Laura Jane Horn, San Francisco; Emma L. Jackson, Redlands; Mary McQuaid, Smartsville; Jessie H. Stewart, San Francisco; Nellie Sullivan, San Francisco.

Under Section 14 of the Law—Minnie M. Braselton, Oroville; Mrs. Mary E. Phelps, Lodoga; Mrs. L. Luella Rutherford, Colton.

The board adjourned to meet in Sacramento, California, on June 23, 1924.

Respectfully submitted,

WILL C. WOOD, Executive Secretary.

PUBLIC LIBRARY

THE STUDENT BODY RITUAL OF THE WOODROW WILSON JUNIOR HIGH SCHOOL

By Ruth H. Martin

Psychologists agree that laughter and tears are closely related, that there is only a fine line between solemnity and riotous gaiety. Both are expressions of emotion. It is principally a matter of circumstance which of the two manifests itself. Junior high school students of the present generation are noted for their exuberance of spirit. Often this exuberance is expressed in aimless mischief. This was found to be the case in the student body meetings at the Woodrow Wilson Junior High School in Sawtelle, California. The all pervading spirit of jazz had seeped into the student body.

The plan of directing this natural energy into constructive channels, of harnessing the wave as it were, was originated by Mr. Frederick T. Chemberlen, the principal. It took the form of a student body ritual, full of lofty, emotional idealism, which thrilled the children and made them forget to relieve their restlessness by wriggling and whispering and shuffling their feet.

For the presentation of this ritual, the chairs are set in the gymnasium in the form of a hollow square, as is customary in lodges. The officers are escorted to their places by the master-at-arms, the flag bearer, and the banner bearer. They salute as they pass the flag and salute as the master-at-arms leaves them. They do it zestfully, for love of ritual is inherent in natural human beings.

When the officers are seated, the president rises and addresses the students: "As officers of the Wilson student body, we are the builders of its ideals and standards."

He gives then four stanzas of the beautiful poem by Longfellow, which strikes the tone of the ritual.

"All are architects of fate,
Working in these walls of time;
Some with massive deeds and great,
Some with ornaments of rhyme.
. . . . . .

"Thus alone can we attain
To those turrets, where the eye
Sees the world as one vast plain,
And one boundless reach of sky."

He then turns to the first vice-president and asks, "What is the builder of true courtesy?"

The first vice-president replies, "The station of the first vice-president represents the builder of true courtesy."

President: "What are the duties of the first vice-president?"

First vice-president: "To supervise all student body socials and see that all members bear to each other the true spirit of courtesy."

"True worth is in being, not seeming,—
In doing, each day that goes by,
Some little good—not in dreaming
Of great things to do by and by;
For whatever men say in their blindness,
In spite of the fancies of youth,
There is nothing so kingly as kindness,
And nothing so royal as truth."

The president asks the student body: "What is the watchword of the office of first vice-president?"

The student body answers in unison: "True courtesy."

The president addresses each officer in turn, revealing the facts that the watchword of the office of second vice-president is "Constructive building" and his duties are to arrange programs for the student body meeting which will advance the character of the organization; that the watchword of the third vice-president is Liberty, since it is his duty to act as chairman of the election committee; the watchword of the secretary is Truth; of the treasurer, Honesty; of the parliamentarian, Law; of the color bearer, True Patriotism. When the color bearer has finished his speech he takes the flag to the center of the room, the student body rises and gives the salute to the flag.

Before they reseat themselves the president addresses the Wilson banner bearer. He gives his watchword as Loyalty. He then places his banner, and the student body recites the pledge to the Wilson banner: "I pledge allegiance, service and loyalty to the Wilson school, and will uphold its banners and standards with pride forever."

When the student body is again seated, the president addresses the master-at-arms, who gives his watchword as Order. He, in turn, asks the president: "Who is the builder of leadership?"

The president responds with the statement of his duties and his watchword.

After this the lesser officers of the organization give their statements. The musician builds Harmony; the song leader builds School and Community Spirit; the yell leader, Unity of School Spirit; the doorkeeper, Guardianship; the boys' and girls' athletic managers, True Sportsmanship.

The officers having been presented, the regular business of the body is taken up. The students have been so impressed by the solemnity of the opening that they make their motions seriously and discuss only matters of vital importance to the school. The parliamentarian has organized a committee for parliamentary drill. They study the intricacies of Roberts' Rules of Order and demonstrate the correct procedure once a month in a student body meeting.

In addition to a greater seriousness of purpose the students have gained from this ritual: (1) the knowledge of who the officers are and what the offices mean; (2) responsibility in voting. The election which took place after the student body ritual was completed showed a decided improvement in consideration of the candidates for the different offices; (3) respect for the flag of the United States. Surrounding the flag with the concrete reverence of this ritual does a great deal to impress the children with its importance.

It took a year and a half to write this ritual. It was compiled by Miss Elsie Masey, an eighth-grade student of history, under the direction of Mrs. Camille W. Burt, faculty advisor for the student body. From time to time the ritual was tried out in the student body meetings, taken back, revised, re-edited, and re-tried.

Mrs. Grace Brown, department drill leader, Daughters of Veterans, State of California, devoted many hours of work to the necessary drilling of the officers in the floor work.

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MISS SWOPE'S TEACHER TRAINING SCHOOL—SESSIONS FOR 1924

The Berkeley session will be held in the Edison Building on Oregon street near Crowe. It will open June 23rd and close July 11th.

The Santa Cruz session will be held in the high school building. It opens July 21st and closes August 8th.

The Long Beach session will be held in the George Washington Building at Eighth street and American avenue. It opens August 18th and closes September 5th.

The tuition of thirty-five dollars is paid when registering.

The course includes methods, suggestions and plans in reading, arithmetic, language, spelling, history, geography, drawing, sense training, seat work, craft work, sand table, and project work, story telling, dramatization, and school management. There will also be classes in penmanship, physical education, folk dancing and Americanization work.

A room is fitted up with helpful suggestions in many of the subjects. These suggestions are explained in detail as the different subjects are given in the class room. This enables the teachers to see the idea in its completed form.

Please mail all inquiries to Miss Caroline Swope, 837 Linden Avenue, Long Beach, California, and not to the buildings where the schools are held.

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CALIFORNIA SCHOOL TAXATION

An Interview with Deputy State Superintendent Heron

California's large cities are the lowest taxed in their class in the United States, for local purposes, including all local school taxes, according to a statement by A. R. Heron, assistant superintendent of public instruction in charge of statistics.

The statement is based on a study for 1923 by the Detroit Bureau of Governmental Research. The study shows that of twelve cities over 500,000 in population, Los Angeles and San Francisco have the lowest actual tax rates. Differences in the basis of assessed valuation have been adjusted and the tax rate of each city stated on true valuation. All the other cities in this class have actual tax rates higher than those of the California cities, whose schools, nevertheless, are admittedly among the best in the nation.

This favorable condition is not confined to the large cities, but similarly low rates are enjoyed by most of the smaller cities of the state. In the class of cities whose population (by 1920 census) is between 30,000 and 50,000, Pasadena shows the lowest true tax of any city in America.

These showings are the more remarkable, according to the state school officers, when the demands on school taxes for new buildings to meet the growth in population are considered. No other state is called upon to meet such increases in population as California, and new school buildings in the larger cities are costing many millions a year, but the tax rates in these cities are still lower than in any cities of like size in America.

Arkansas is the latest state to seek help from the California plan in financing its public schools, according to a statement by A. R. Heron, assistant state superintendent of public instruction for California.

An urgent message from the Southern state advises that a special session of the legislature is about to be held for the purpose of increasing the amount of money in the state common school fund. Information is requested regarding the working of the California system which provides an amount of $30 per pupil in average daily attendance.

Commenting on the letter, Heron said: "The California school finance plan, provided by Constitutional Amendment Sixteen, is generally recognized as one of the most modern and effective in the nation. It has equalized the chances of pupils in richer and poorer districts and has also made a fairer distribution of the bill for the cost of schools, relieving the common taxpayer and slightly increasing the levy on state corporation taxpayers.

"However, Amendment Sixteen still leaves the state paying only 20 per cent of the total cost of the schools as compared with 53 per cent paid by the state in 1900.

"Southern states like Arkansas have a problem different from ours, in the large negro population. In the past it has been general policy to provide better schools, better teachers and more funds for white pupils than for negro pupils. Our problem in California is the man who is opposed to state school aid which will equalize school opportunities as between pupils in richer and poorer communities; in other words, the man who believes in a different standard of opportunity for children of rich and poor communities."

THE CODDINGTON TEACHERS' AGENCY

Mr. and Mrs. Coddington, who have conducted a teachers' agency in Los Angeles for the past seventeen years, continue in active personal management of the agency. Many principals and superintendents holding prominent positions in California today secured their first positions through the Coddington Agency. Young teachers, including those who have had some experience, can secure promotion through their assistance. Mr. and Mrs. Coddington are in the prime of lime. They are aggressive and professionally competent in representing the interests of deserving teachers.

Teachers and boards of education will be interested in the announcement of the California Association of Teachers' Agencies. This association met at Santa Cruz during the Principals' Convention and adopted a platform, which is printed in this issue—A platform based on service, integrity, and professional value.

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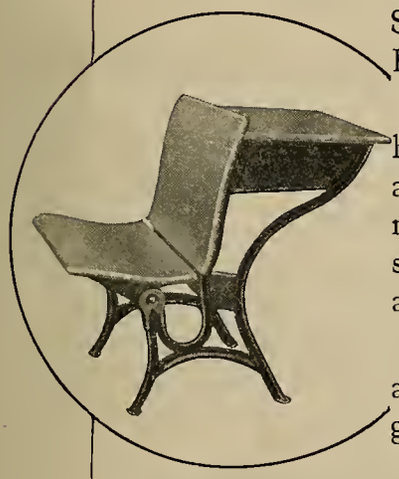

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A FEW FACTS ABOUT THE INTERNATIONAL KINDERGARTEN UNION

The International Kindergarten Union was organized thirty-one years ago and now has branches located in all parts of this country and in Canada, England, China and Japan with a territorial branch in Hawaii and with a total enrollment of over 25,000 members. In this country it keeps in touch with the educational needs and developments of the 555,589 children enrolled in kindergartens throughout the United States. The children are under the care of 11,600 teachers. The thirty-first annual meeting of the association will be held in Minneapolis, May 5-9.

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WESTERN SCHOOL NEWS

Sadie M. Sturdivant of the class of 1904, University of California, and formerly a teacher in the University High School, Oakland, is now associate professor in education in Columbia University. Miss Nita Sheffield, formerly of the Mission High School, is also on the teaching staff of Columbia. It is interesting to note that while our educational leaders go to Columbia for experts in education, Columbia comes West quite frequently for members of its faculty. This is as it should be to a certain extent. The professional advancement of teaching means that there must be the "open door" to opportunity. However, the door must never be closed to those whose personality and experience deserve first consideration.

The Whittier city schools have issued a very interesting thrift report.

The School Masters' Club of Northern California held a banquet at Willows on Friday evening, March 21. G. W. Spring of Sutter was elected president and R. O. Learned of College City, secretary. Speeches were made by P. E. Baker, G. W. Spring and F. G. Vincent of Willows.

J. H. Jantzen, principal of the Colton union high school and president of the San Bernardino County Board of Education, has this last year carried to a successful conclusion a $235,000 building program of a magnificent new high school plant. Four buildings have been erected on a seventeen-acre plot. Shops have been built for machine, woodwork and mechanical drawing.

The large administration building is two story, mission style, and sets far back on the grounds, giving ample space in front for lawns and landscape gardening. This building contains some 15 classrooms and offices and a fine auditorium seating 950. On one wing is a separate science unit connected by a corridor to the main building; on the other wing is the domestic science unit.

The interior of the school is finished tastefully and the plant gives the impression of costing much more than it actually did. This makes Mr. Jantzen's tenth year as principal of the Colton high school. Previous to last year Mr. Jantzen had charge of both the grammar schools and high school, but on the formation of the union high school district he decided to devote himself entirely to the upbuilding of the high school. The enrollment of the four grades of the high school is now 325.

A. N. Wheelock, superintendent of Riverside city schools, is carrying on his building program according to schedule. The separate junior college unit and the high school building now being built on the boys' high school campus are expected to be ready in plenty of time for the next school term. The high schools will be organized on the co-educational plan next year.

Emery W. Harvey of D. C. Heath & Company has been transferred to California with Los Angeles as his headquarters. Mr. Harvey has been with D. C. Heath for the last twenty-two years. During the last ten years he has been manager of the Pittsburgh office, from which point he has done active work in some ten states. For the last five years Mr. Harvey has been associate director of D. C. Heath & Company. Mr. Harvey will have charge of Southern California and do adoption work in Arizona and Oregon.

Supt. W. L. Stephens of Long Beach, in Volume 11, No. 4, of his Bulletin, gives an interesting table of contents — first, Is Teaching a Profession?; second, The Teachers' Retirement Fund; third, Primary Grade Basal and Supplementary Readers. The address of Supt. Stephens on "Is Teaching a Profession?" is a comprehensive statement of the professional ideals of a teacher. For vision, for clearness of statement, for brief ideals and practical common sense, it is deserving of special consideration. The N. E. Journal of Education recently published an interesting article on "Long Beach's Record." The recent bond issue of $4,500,000 carried by a vote of twenty to one.

Will Give History Course

Superintendent A. E. Monteith of Redwood City has been made an extension department lecturer of the San Jose State Teachers' College and will have charge of a course in "Constitution History", which will be given in the local school.

Forty-two teachers have registered for the course, which will be held every Monday afternoon from 4 to 5:30 o'clock and will continue through 18 weeks. Those who complete the course will receive credentials showing that they have fulfilled the requirements put upon them by the last legislature concerning a knowledge of the United States Constitution.

Mr. Monteith is an interesting lecturer and as he is a graduate of the History Department of Stanford University he will be able to give his students a good outline of the meaning history of the fundamental law of our land.

Three Important New Books *for*
HIGH AND JUNIOR HIGH SCHOOLS

BOWDEN, GENERAL SCIENCE (1923)

By Garfield P. Bowden, University School, Cincinnati. viii + 634 pp. 12 mo. $1.68. To Boards of Education, $1.35.

This book is the result of a long study of conditions relating to general science instruction, and is aimed to meet the present day teaching ideals.

The subject matter complies with the suggestions and recommendations of the Commission on the Reorganization of Science in Secondary schools.

The immediate success of this book the first few months of publication makes it the outstanding General Science text.

ATWOOD, CIVIC AND ECONOMIC BIOLOGY (1922)

By Wm. H. Atwood, Milwaukee State Normal School. xv + 470 pp. 12 mo. Cloth $1.68. To Boards of Education $1.35.

This is a biology dealing with the science of life as it affects the welfare of the community. The subject matter has been arranged in units and studies, the studies being in each case of proper length for a single class lesson.

The advantages of the problem method have been utilized. The illustrations are both instructive and artistic. The book is packed full of practical, useful and interesting information, organized and developed in the most teachable manner.

WILLIS, PLANE GEOMETRY

By Prof. C. Addison Willis, Girard College, Philadelphia. viii + 301 pp. 12 mo. Price $1.32. To Boards of Education $1.06.

This is a boys' text. There is something doing on every page. It is a call to action. It stimulates thought, satisfies the pupil with work accomplished, leads him to put forth his best efforts. It is a girls' text. It contains information attractively displayed on many matters of special interest to girls, such as designing, principles of Architecture, and popular science. It is a teachers' text. Every paragraph has been carefully worked over for its own special contribution and impetus.

These books will be sent for examination on request. They are listed in the California High School list of text books. Send for catalog.

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BOOK REVIEWS

The Dinner That Was Always There, by Roy Judson Snell: This attractive, well-illustrated, ninety-five page volume may be used as a supplementary reader in about the third grade. It will correlate with the geography lessons, as it is a story of the Far North. The story gives a graphic word picture of animals, the tundra, and life of the Eskimos and traces conditions of the past where food was always hard to get, to the present, where the reindeer herds supply food and clothing. The domestication of the reindeer is the key to "The Dinner That Was Always There", for being relieved of hunting food for every meal and having the occupation of herding, the Eskimos in certain parts of Alaska have become more civilized and the terrible struggle for existence has lessened. The hero is a little boy who courageously hunts for food for his adopted sister. The story has an element of adventure which, combined with its truth and picturesque setting, makes it a wholesome, instructive and interesting book for children. (Albert Whitman & Company, Chicago. Price $.60.)

Little Boy France, by Roy J. Snell: This supplementary reader for the third or fourth grades is a story of a little boy lost in France during the World War. "The Little Boy France"—incarnation of true liberty—is skillfully interwoven in this narrative of a seven-year-old child who, with only his dog, found himself alone on the battlefields of France." The revival of the war in story form for children does not carry a strong appeal, but the current of kindness and bravery which runs through the story gives it a moral value. The book is attractively illustrated and well bound. (Albert Whitman & Company, Chicago. Price $.60.)

The Green Gate to the Sea, by Ethel C. Brown: Through the Green Gate Elinor and Philip go to the seashore with their mother and there find a wonderland to explore. Shells, sea folk, the sea itself, are all new to them and mother opens their eyes and their minds to see and understand what surrounds them. Children who know the seashore and those who do not will enjoy this summer of Elinor's and Phillip's in the big white house by the sea. The illustrations help explain the text and in conclusion directions for silent reading are given. The book may be used for silent reading for classes above the third grade. (Silver, Burdett & Co., New York.)

The Happyland Reader, by Neva S. Burgess: This is a silent reader for second grade children. In it the little folk will meet many friends, such as Red Riding Hood, Chicken Little, The Three Bears, The Three Little Pigs, besides making some new friends, which will delight them. Though the stories in the volume are nearly all re-told, some stories of mining, lumbering and railroading are included, and the work is well done and charmingly arranged. The illustrations by Lucy Fitch Perkins are of pen and ink, simple as to detail, but each carrying its own story. The book is neat and strong in binding. (Noble & Noble Publishing Co., New York. Price 70 cents.)

The Heart of the Curriculum, by E. Ehrlich: This is a book on the teaching of reading. It is related to the professional needs of the vast majority of teachers and those studying to be teachers. Defects in the methods of teaching reading are pointed out and remedies offered. A rich content is suggested and information is given as to where to get the material. The book correlates reading with other subjects. There are four parts to this volume. Part I: The Development and Adjustment of the Curriculum; Part II: Reading as a Subject in the Curriculum; Part III: Reading as a Means to an End; Part IV: Practical Suggestions for Organizing and Using Reading Material. (Doubleday, Page & Company, New York. Price $1.50.)

Learning and Teaching, by Arthur Raymond Mead: This book will interest the teacher who wonders why her students are not getting more out of their lessons. The instructor can take many problems to this book and find the answer. The first ten chapters are devoted to the question, how do my pupils learn? These and the remaining chapters in the book are devoted to the problem—what may I do to increase my pupils' efficiency as learners? While a course in psychology should precede the use of this volume in order to get the most from it, such a course is not absolutely necessary. Experiments, exercises and references enrich the text. (J. B. Lippincott Company.)

The Financing of Education in the State of New York, by George D. Strayer and Robert Murray Haig: "This volume represents the results of the Educational Finance Inquiry Commission to assemble and to interpret the facts relating to the present expenditures for the several grades and institutions of public education in the State of New York; and the relation of these facts to expenditures for other public purposes and to economic resources, and to describe and explain the techniques devised for the investigation, so that workers might apply them in other states." This volume will be of particular interest to California's educators at this period of financial educational stress in this state. Will C. Wood, California State Superintendent of Public Instruction, served on the advisory committee in the investigation, having been appointed by the American Council of Education. (The Macmillan Co., New York.)

The Fourth "R": This is a book of two hundred and seventy-one pages, 5 by 8, bound in cloth, 10-point type, published by Fleming H. Revell & Company, and written by Homer S. Bradley of Palo Alto, California; price $1.75. It is endorsed by David Starr Jordan, Dr. Stidger, Will C. Wood and many others. The subtitle is "The Forgotten Factor in Education." The contents are divided in parts as follows: Part I, The Material Universe; Part II, The Physical and Mental Life; Part III, The Sociological Life; Part IV, Some Arts of Life; Part V, The General Purpose of Life; Part VI, The Quotations from Psalms; Part VII, Psychology of "The Fourth R." Mr. Bradley has a keen, religious sense, an appreciation of poetry, and an ability to express himself clearly. The book should have a place in school and private libraries.

Projects and Problems, a Practical Teachers' Guide: Price 50 cents. Published by W. F. Quarrie Company, Hearst Building, San Francisco; is a valuable book for teachers. The Project of Birds, Transportation, Rainfall, Weather, Lincoln, Good Roads, are especially interesting. This project book will save the teacher a large amount of labor. Get it and you will become so enthusiastic you will want to increase your income by selling it and The World Book to your fellow teachers. If you are wide awake write to World, 715 Hearst Building, San Francisco.

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The Modern School Readers, by Supt. H. B. Wilson of Berkeley, and Ruth Thompson, author of "Type Stories of the World for Little Folk," "Comrades of the Desert," and "Our Neighbors Near and Far." The plan of The Modern School Readers was worked out in the University of California, and represents the contribution reading should make to the various phases of social efficiency. Modern School Primer 65c, Book One 70c, Book Two 75c, Book Three 75c.

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Track and Field Athletics, A Guide to Athletics; A Manual for Coaches and Directors; A Textbook for Normal Students of Physical Training, by Albert B. Wegener: The technic of in-door and outdoor athletic events for both men and women is given in the volume. Directions to both students and coaches are included and are accompanied by charts and illustrations by the author. Diet and massage are explained in connection with athletic activities. A chapter of "Historical Notes" concludes the work. (Published by A. S. Barnes & Co., New York. Price $2.)

Students of the South San Francisco high school won the rapid spelling state contest conducted by the state department of education. The average number of words missed by the graduating class of the school was less than one. Mendocino high school won second place in the contest, and the Alameda high school, third place. State Superintendent Will C. Wood awarded the South San Francisco high school a bronze and silver cup.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

CALIFORNIA LIBRARY ASSOCIATION

The California Library Association will hold its twenty-ninth annual meeting April 28 to 30 at Hotel Huntington, Pasadena. The fifteenth annual meeting of the California County Librarians will be held in conjunction with this meeting and on the first day of May following. Miss Ethel Richardson, assistant state superintendent of public instruction, will give an address on "Adult Education; The Significant Factor in American Life"; Dr. Archibald Bouton, dean of the College of Arts and Pure Science, New York University, will address the convention on the subject, "The Function of Literature"; Miss Madge Jenison, author of "The Sunwise Turn", will give an address on "The River of Life". Mr. Benjamin F. Pearson, vice-president of the Southern California Edison Company, will be present at one of the sessions and give an address on "Collective Reasoning". On Wednesday afternoon the members of the association will enjoy the privilege of visiting the Henry E. Huntington Library.

SAILORS' BOOK WEEK

Sailors' Book Week is being observed, April 7th to 12th, throughout the State of California, its object being to provide reading matter for the sailors of the merchant marine.

Miss Mary Barmby, librarian of the Alameda County Free Library, is chairman of this committee of the California Library Association, and has enlisted the interest and co-operation of the entire state in the project, through county libraries, chambers of commerce, the federation of churches, and citizens. The books are to be gathered in each community, at some designated library or other center, and will then be sent to Chaplain Frederic K. Howard, of the Seamen's Church Institute, San Francisco, who will attend to the details of distribution. Librarians have long been interested in this work, and have made many contributions of books, but this present opportunity gives everyone a chance to show their appreciation of the service rendered by the men on board our ships.

The slogan is, "Give a book you have liked." Anyone who desires to give books for this purpose may do so by conferring with the nearest librarian, who will gladly see that books are forwarded, even when the special week devoted to this purpose is passed.

KERN COUNTY COURSE

Kern County Free Library is giving brief courses in "How to use a library" to the pupils of the eighth grade in the city of Bakersfield and in some of the large county schools. The course is conducted by the librarian and the children's librarian, and the talks are given at the boys' and girls' branch library, at the main library, and at the branch library in the communities outside the city. After each talk the pupils are given practice work, putting into effect the immediate lesson given.

FRESNO COUNTY FREE LIBRARY COURSE ON COUNTY LIBRARY SERVICE TO SCHOOLS

By Sarah E. McCardle, Librarian

"What five books, read before the age of 12, impressed and influenced you more than any others?"

This question, asked of a class of normal school girls, brought answers varying from "Pollyanna" to "Sherlock Holmes", and demonstrated, only too clearly, why so many teachers show poor judgment in recommending books to boys and girls. Too often the acquaintance with children's literature, lost with the coming of adolescence, is not renewed during the years of preparation for teaching, and when a child asks, "What shall I read?", the book suggested is seldom suited to the case at hand.

In September, 1922, the Fresno County Library, in co-operation with the Fresno State College, organized a course to give teachers in training some instruction in the use of the library and in the selection of children's books. The college grants one unit as credit for the course, which consists of eighteen lectures, held in the normal school building one hour a week throughout the term, and given jointly by the head of the school department and the head of the children's department of the county library.

While many of the state colleges conduct classes on the use of books, and even in library science, with their librarians as instructors, it seemed that a deeper impression of the system would be made on the minds of the students, if the information were given by those actively engaged in this special work.

The plan, already showing satisfactory results after only one year's trial, was not conceived with any idea of giving a course in library science, but the details of library administration are briefly given, so that each teacher may use the library for her personal needs with a more thorough appreciation of its organization.

Particular emphasis is laid on the special service given through the school department. In many of the schools of Fresno County, having four or more teachers, it has been found necessary to place one of these teachers in charge of the library work. In some districts a small sum, in addition to the regular salary, is paid to the teacher who does this work and this helps materially in maintaining an interest in it. However, if she has had no understanding of the nature of the service that she may expect from the county library, nor of how she is expected to go about to obtain that service, she must work at cross purposes until she becomes acquainted with the scheme. This may mean months of wasted effort and, even then, a satisfactory relationship between the school and the library may never be established. In the one-teacher school, also, the course must prove a great benefit, since the new teacher, going into her classroom for the first time, will have a knowledge of the supplementary material to be had, as well as her state texts.

The first half of the semester is devoted to the use of the library in general, including the classification and arrangement of material, the use of the catalog and reference books (with the idea always in mind of acquainting the teacher with those books for which she will have use in her work) and a brief study of children's literature. The second half of the semester is devoted to the county library law, county library school service and practice work with the county manual.

It seems best, after one year's experiment, to limit the class to seniors, so that, when they leave the teachers' college, the scheme of the county library school service will be fresh in their minds.

Therefore, beginning with the fall semester, 1923, the class was limited to seniors, and, in consequence, was suspended until the spring term, when a new class was formed and is proceeding along the lines originally planned.

Many of those members of the former classes, who have taken schools in Fresno County, have been put in charge of the school library and the results have been most gratifying. Moreover, now that the course has become an established part of the curriculum in the teachers' training classes, and is dignified with the title of Education 16, we feel confident that "Pollyanna" and "Sherlock Holmes" will be left to those of more mature years and the children will be given the best that the county library can offer to those of their age.

THIRD DISTRICT LIBRARY MEETING

The annual meeting of the third district of the California Library Association was held recently in Vallejo. Miss Leta Hutchinson was elected nominator for the district with Miss Clara B. Dills as alternate. Speakers at the meeting included: S. A. Cooper, president of the board of trustees for the Vallejo Public Library; ; Mayor A. H. Draughon of Vallejo; Mrs. Zoe D. Moore of the Seven Arts Reading Room, San Francisco; Mrs. Elizabeth Potter of Mills College; Mr. Christopher Nixon of San Francisco; Miss Hastings of Sather Gate Book Shop. The members took a trip to Mare Island and there they were guests of the Vallejo Public Library for lunch. The meeting was the largest library gathering ever held in the district, as there were fifty-two in attendance.

ANNUAL LUNCHEON OF RIVERSIDE LIBRARY SERVICE SCHOOL

The annual luncheon of the Riverside Library Service School was held at the Glenwood Mission Inn, Saturday, March 1st. About seventy-five guests were present, including students and alumni, past and present members of the library board and instructors in the school. The program included speeches by the president of the board, Mr. C. L. McFarland; by Miss Ina Ten Eyck Firkins of the library of the University of Minnesota, instructor in reference in the winter session; by Miss Doris Megginson, speaking for the class; and by the librarian, Charles F. Woods. The remarks of the latter were confined largely to a definition of the policy of the school in the face of the Williamson report. A surprise feature of the luncheon was the introduction of Gene Stratton Porter, who read an unfinished poem of her own writing.

The Gregg Publishing Company, Mrs. F. E. Raymond, manager, with her assistant in charge, Elizabeth S. Adams, had an attractive exhibit at the National Business Show, Civic Auditorium, San Francisco, April 7. The Gregg Company has efficiency, equipment, educational textbooks, etc.

SPECIFIC OBJECTIVES IN THE TEACHING OF READING

I ABILITY TO SCAN: i. e., power to get the answer to a particular question, or to secure specific information.

II ABILITY TO READ ANALYTICALLY: i. e., power to get all the important information from a printed article.

III ABILITY TO AROUSE ASSOCIATIONS: i. e., power to recall previous experiences, feelings, or emotions.

IV ABILITY TO ENJOY AND TO APPRECIATE LITERATURE: i. e., power to see life factors and values in purely literary selections.

V ABILITY TO REACT TO WHAT IS READ: i. e., power to establish a questioning attitude toward what is read.

VI ABILITY TO ORGANIZE, RETAIN, AND APPLY INFORMATION SECURED IN READING: i. e., power to recall and to make use of what is read.

IMPORTANT FACTORS IN THE DEVELOPMENT OF READING ABILITY

(1) Word Recognition. (2) Eye Movement
(3 Concentration (4) Alertness

I WORD RECOGNITION
(a) By learning new words from known word-gronps.
(b) By being told new words.
(c) By applying phonetic knowledge to new words.

II EYE MOVEMENT { duration of fixation / length of span
(a) By conscious attempt on the part of pupil to increase eye span.
(b) By nse of effective silent reading methods in connection with reading material.
(c) By flash cards, requiring comprehension under time pressure.

III CONCENTRATION
(a) By purposeful reading of properly prepared and organized material.
(b) By flash cards under time pressure.

IV ALERTNESS
(a) By compelling interpretation under time pressure.

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FREE TEXTBOOKS

Though the plan of furnishing free textbooks in the public schools first appeared in this country about 100 years ago, and for many years spread very slowly, it has now extended well over the United States and is still gaining ground, according to a report issued by the Bureau of Education of the Department of the Interior.

Forty-one states now have laws on the subject. Of these, six states provide school books at state expense and in one some funds derived from state sources are available for furnishing free textbooks. Thirteen states require local authorities to provide books with local moneys, and twenty-one states have laws which permit the use of school funds for furnishing free books.

Among the most important arguments in favor of free textbooks the bulletin mentions the following: That as the school plant and teacher are furnished at public expense the third essential, the textbook, should also be furnished free; that uniformity of textbooks is much more easily secured when the books are furnished without cost to the pupils; that supplementary material may be more easily supplied under the free system; that since compulsory attendance laws compel children to go to school, pupils should be furnished the tools to work with; that books can be kept more sanitary and attractive; that whereas free books are now almost universally furnished to indigent children, books furnished free to all alike would prevent needy children from being stigmatized as "indigent" or "charity pupils."

Concerning the cost of books, the bulletin suggests the absence of complete data, but gives figures tending to show that the cost of furnishing free books is not excessive, and that the increase in the cost of books in recent years has not been greater than increases in other school costs.

Editor's Note: The above is interesting, but there should be propaganda that would lead children to delight in the individual ownership of books. Free textbooks have eliminated to a large extent the home library. It is more necessary than the radio or the phonograph.

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Exchange of Ideas and Devices

Conducted by Sylvia Starr

Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.

Dear Sylvia Starr: I would like to tell other teachers of a game that is popular with my children at recess. It is one of the games I like for the children because it keeps them all interested at the same time. To play "Three Deep" the children stand in two circles, one inside the other, so that the whole circle is two deep. One of these couples now steps out of the ring and one becomes chaser and the other the runner. Whenever the runner is hard pressed he may step in front of any couple. The line thus becomes three deep and the outside man must run. If he is touched before he can get started, then he becomes the chaser and the former pursuer must run. If this game is played rapidly it becomes very exciting.—Marian Hilmer.

Dear Sylvia Starr: One of the devices I find practical and interesting for patriotic days is the making of a flag for the school room. We make our own stars for the flag by folding paper. Here are the directions: Take a square piece of white paper. Fold the front edge of the square over to touch the back edge, and form the oblong rectangle. Divide the right-hand edge into three parts, marking the upper third by a slight crease. Bring the front left corner of the oblong over to touch the right edge at this point, so that the angle seen shall be in the ratio of one to two. Fold the large triangle over the trapezoid; again fold the paper over. Cut the paper along the broken line and unfold to form the star. These stars may be pasted on the large sheet of paper which is to be the flag, properly arranged and colored. Crayons or paint may be used to make the blue background for the stars and for the red stripes. I find paint is best, for the stars stick better when it is used.—Jean Mayhew.

Dear Sylvia Starr: Though Memorial Day is most often supposed to be observed in memory of soldiers who have died, I find that it gives a great deal of happiness to have a short program for some old or crippled living soldiers. Last year we held our exercises before the window of the great grandfather of one of our boys, in this way. We learned patriotic songs and some patriotic recitations. We packed a basket of fruit and flowers. Then with flags and sashes of red, white and blue we marched to the good old man's home. We had secured permission beforehand to do this from his family. The old soldier and his wife both sat in their arm chairs by the open window while the children conducted their program on the grass. The wife of the soldier, by the way, was a nurse during the Civil War and she shared the honors on the occasion. Then the soldier took part in the program by telling us a story. We all went away that day feeling far happier than if we had paid honors only to the dead.—A Small-Town Teacher.

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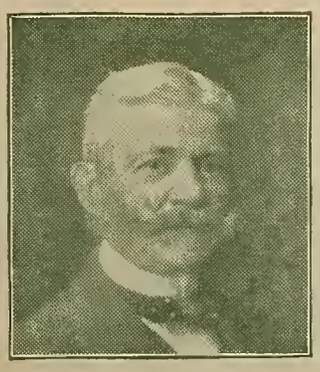

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Soquel

The Soquel Union Grammar School, Santa Cruz county, is housed in a very attractive new building. It is built on the unit plan so that new rooms can be added, but was filled to capacity when the school moved into it last spring and several rooms in the old building are still in use and will be until such time as new units can be added. The school grounds are especially delightful. They are surrounded on three sides by a lovely little creek and trees.

A very strong parent teachers' association stands back of Mr. E. E. Esdon, the principal, giving him every possible support and aid. It even went so far as to take on a thousand dollars' indebtedness in furnishing the seats for the new auditorium.

Mr. Esdon handles the art work of the school himself and has built up an especial interest in this work. His exhibits are unusually fine.

The hallway of the new building is lined with photographs of graduating classes back to 1892, when the first formal graduating exercises of any class were held. In a picture of one of the classes one can recognize Miss Cecil Davis, now the county superintendent of Santa Cruz county, among the graduates.

Miss Jean Woodruff, recently graduated from the Riverside Library Service School, is now librarian of the Perris Union High School, Perris, California.

The Riverside Library Service School closed its ten weeks' session March 14th, 1924, having had an average attendance, there being twenty-two students from six states. The class was very high in quality, there being no failure in any of the classes.

Pasadena went "over the top" recently in a $3,000,000 bond issue, according to City Superintendent of Schools J. F. West. Another victory in the "Crown City" was the establishment of a junior college district, which was authorized by the voters by a more than two-third majority. West stated regarding these elections: "This gives Pasadena a promising outlook for development along the lines that we have heretofore laid out."

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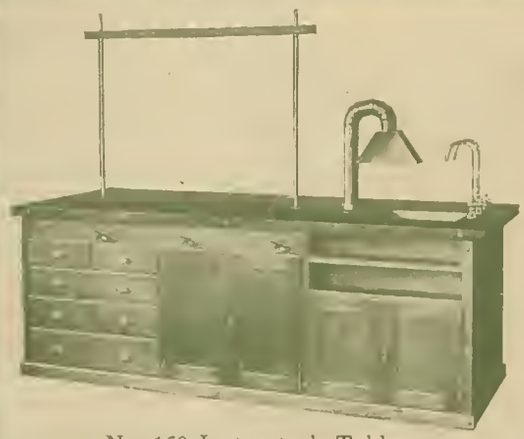

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THE WESTERN JOURNAL of EDUCATION

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See article in this issue.

MAY, 1924

SPECIAL ARTICLES IN THIS ISSUE

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First Aid for Superintendents (Selection of Text Books) ..... *Irmagarde Richards*

Source Material for School Holidays.....*Bethel Collins Culp*

High School Principals' Convention.

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VOL. XXX SAN FRANCISCO, MAY, 1924 Price 15 Cents

The new President of the California Library Association, H. O. Parkinson, Librarian of Stockton Public Library.

JUST PUBLISHED

The Modern School Readers, by Ruth Thompson, H. B. Wilson and G. M. Wilson, are ready for sampling. The Primer, price 65 cents list, and Book I, 70 cents, are now sent out on request, and Book II and Book III, 75 cents list, are on the press. Orders in quantity will be filled without delay. Send for samples to Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco.

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Annual Meeting of the California Library Association

By Julia G. Babcock

The twenty-ninth annual meeting of the California Library Association was held at Pasadena, April 28th to 30th, and the fifteenth annual meeting of the County Librarians was held on the same dates and on May the first. All sessions were held at the Hotel Huntington, which is beautiful for situation, with its enticing gardens, its lovely vistas, and its freedom from intruding interests.

Sessions were called to order promptly, and every program carried through punctiliously. Miss Jeanette M. Drake, the president of the association, is to be congratulated upon the entire success of the meeting, and the excellence of the program presented.

It sometimes occurs that the public official delegated to welcome a convention slips away at the last moment and fails to appear. Not so at Pasadena. Mr. J. W. Wood, chairman of the advisory board of the Public Library, presented "the keys of the city", and welcomed the visiting librarians to the city during this its jubilee year.

Miss Ethel Richardson, assistant superintendent of public instruction of California, gave a most interesting address on "Adult Education: The Significant Factor in American Life". While she was speaking there floated into the room through the open windows the exquisite song of a bird, high in the tree top, trilling out his joy of living. Miss Richardson had recently made a tour of Europe to study the subject of adult education, and found a tremendous revival of learning in Jugo-Slavia, where funds are set aside for the education of the people. In England, the Workers' Education Association, made up of practically all classes of workers, receives instruction in subjects, not vocational, not for gain, but of general culture. They select an instructor from the university, who comes and meets with them. If they like him and are interested in his subjects, they keep him. If not, they send him back and try someone else. When a course is decided upon, it is continued for eight weeks, then if they desire to do so, the same course may be pursued for three years with the same instructor. These courses are in the main studies in the social sciences. A class in musical appreciation was made up largely of janitresses. The instructor played a little, talked a little, after which the class asked to have the program repeated so that they might enjoy it in the light of what they had just learned. A class in economics wanted to study Karl Marx, and was instructed by a professor from the University of Liverpool. After the class, it is the custom for the instructor to dine with one of the members so Miss Richardson and the professor dined with the cobbler. He told them with enthusiasm that he had just found a great idea in a book, and showed them Plato's Republic, which had just come into his hands. Boxes of books are sent out from a central library to these workers' classes, and it frequently happens that the professor who selects the books underestimates the intelligence of his readers, and is obliged to change the collection for something of a higher order. There are also summer courses at Oxford for the workers, and books are placed on a thousand of the British merchant marine.

One of the outstanding addresses of the convention was that by Dr. Archibald Bouton, Dean of the College of Arts and Pure Science, New York University, on "the function of literature." Dr. Bouton is sojourning in Pasadena and has been accorded the privilege of using the Huntington library at San Marino. The association was fortunate in having the opportunity to hear him. Dr. Bouton drew attention to the fact that the oldest library is not more than five thousand years old, but literature began in its primary record of speech. A great author, or painter, or musician, or architect speaks through his chosen medium, saying that to which he desires to give expression. It does not make much difference how you say a thing, it is what you say that counts. To cultivate a love for a few great pieces of music or for a few great pictures would lessen the acrimonious consideration of certain material and economic questions. An appreciative and understanding public is an essential factor in literature or art. You can say things in one medium that you cannot in another. Words stand for ideas. How shall I bring it to pass that I shall interpret what you write? It is much easier to misunderstand than to understand. Error and ugliness die of their own weight. Truth and beauty endure forever. All this and more Dr. Bouton told his hearers, in well-rounded sentences of swiftly flowing thought.

Miss Junia M. Wolff, music supervisor of the Pasadena public schools, led a community sing at the beginning of each afternoon session, and how she did make librarians sing to the utmost of their ability! Patriotic songs were sung with fervor, popular songs with glee.

Miss Madge Jenison, author of that delicious little volume, "The Sunwise Turn," gave two addresses, one on "The River of Life," the other an after-dinner address on "The Sunwise Turn." In her afternoon address, Miss Jenison emphasized four points. First, if books are not life, they tell us how to find it; second, books give us form; they introduce us to the best society; third they give us standards. They give us a glimpse of life. Fourth, we contract through them the habit of thinking. Life isn't experience, but the power to enter into experience. Only one-fourth of a book per person is read in the United States each year. "I am here to plead," she said, "for the best books, the best music and the best art." Speaking of some of her personal experiences in her book shop, she said that she had found that a number of times when she had taken things out of God's hands, they had gone better right away.

Miss Helen E. Haines gave one of her excellent addresses, popular alike with the reading public and with a body of librarians. Her topic was "Modern Fiction and the Public Library." Miss Haines spoke of the mingled resignation and severity with which people mention fiction of today and recalled the fact that the same attitude was maintained over "the waste of time spent in reading Dickens, Scott and Thackeray, when these authors were beginning to attract public attention. One of the popular phrases of scorn today is concerning "the trashy novels that are being read by idle women." Even librarians apologize for a large circulation of fiction, as if they considered it something to be ashamed of. Instead of the "deplorable tendencies of modern fiction," she finds that fiction was never so stimulating as it is today. The minor book of today is superior to that of the Mid-Victorian era. She would have librarians display a wider interest in books, gain a broader vision of literature. "It is always difficult," she says "to predict the reaction of the reader to a book of fiction, but the first test of a book is its literary quality. It should be representative of modern tendencies, and reflect the tastes and interests of the cultivated reader."

Mr. Sydney B. Mitchell, associate Librarian of the University of California, in introducing his subject of "Architecture Applicable to California," said that he would prefer to speak on gardening because he liked to be on his own ground, and gardening is generally on one's own ground. He drew a vivid picture of the "parlor" of many years ago with its white marble mantel and its inevitable drapery, upon which were ranged fifty or sixty "objets d'art," souvenirs, shells, bric-a-brac of all sorts. On the walls hung painted plaques, and mayhap, a decorated rolling pin with little hooks along one side on which keys might be hung. He deplored certain books on California architecture in which were shown pillars heavy enough to support an arch of the proposed bridge across San Francisco Bay, used to support the pergola of a little bungalow. He distributed a list which he had compiled of books of interest to architects and prospective builders of California and spoke of each individually, giving his evaluation.

Mr. Francis M. Fultz gave a short address on "California Out-of-doors," in which he spoke of books that blaze trails. Mr. Fultz is himself a trail blazer, having made a study for years of the wild flowers and trees of desert and mountain. His recent book, "The Elfin Forest," is a study of the "Chaparral." He urged his hearers to read about the mountains and to read about California. He said that John Muir did not commence to write about California until he had lived in the state for thirty years, and had traveled throughout its length and breadth during all that time. Mary Austin knew and lived in the country she described so well in her "Land of Little Rain."

Mr. H. J. Stonier of the University of Southern California gave a stirring address on "The Literature of a Changing Government." He said that while the work of the teacher was often spoken of as the salvation of the world, it actually consisted in keeping Johnnie from cutting up Willie, or keeping Lovesick Mary within bounds. "The job of all of us," he said, "is changing with a rapidly changing government." He passed rapidly in review the changes in manner of life, and of government during the last one hundred years, and deplored the lack of political leaders of power. He gave as one reason for this lack that war heroes do not now hold the political prestige which they did fifty years ago. The legal profession, which once furnished leaders, is too busy with other problems to provide them now. He urged that men of prestige and of character be brought into political leadership.

While there were no evening sessions, there were evening diversions. On Monday evening a marionette show entitled "Snow White and the Seven Dwarfs," was staged by the municipal players of the Los Angeles Playground Department. This was followed by an Italian Carnival, though representatives of many other nations were present. Tony was there with his hand organ and his monkey, assiduously attended by Pietro. Many other well-known immigrants were in attendance.

Mr. Donald R. Dickey, an expert game photographer, who resides in Pasadena, gave the librarians a most delightful evening with his remarkable close-up pictures of the wild life of the forests. It requires so much more skill to photograph a beautiful creature of the wild than to send the shot that kills and destroys forever.

Members of the association were given the privilege of visiting the fine Huntington library on the San Marino estate of Mr. Henry E. Huntington, where the librarian, Mr. George Watson Cole, acted as host. Even the cursory glance we were able to secure of the treasures in their locked cases in the stacks, bound around with rope to prevent passage between the cases, was worth something to librarians whose usual duties are to guide the public through the open shelves of their respective libraries. It is a privilege to know that these valuable illuminated texts hundreds of years old are still in existence, and that they have been brought to our own state.

Another evening was spent most pleasantly in visiting Monterey county by means of a moving picture film and watching the county librarian and her assistant as they went on some of their trips to remote mountain schools and branches, where most of the journey is made on horse back.

The new president of the association is Mr H. O. Parkinson, librarian of the Stockton Public Library.

The convention of County Librarians continued one day longer than the rest of the association and the entire day was spent in the discussion of those problems peculiar to county libraries. Miss Cornelia D. Provines, librarian of the Sacramento County Free Library, gave a most interesting account of her work with the Folsom prison, and made us feel as never before that there is little difference between those behind the bars and those who are free to come and go at will. The care of the books, the earnest desire for the best literature, the use made of them when sent, all indicate that this work undertaken by Miss Provines as a most humanitarian one. Miss Margaret Smith, of the Santa Clara County Free Library staff, gave a delightful talk on "A New Assistant's Experiences with School Work." With enthusiasm and an earnest desire to help the teacher, she made the old problem book new and alluring.

Mrs. May Dexter Henshall, County Librarian Organizer, was present and gave an inspiring talk on the value of making reports to trustees of schools as to the service given the schools by the county library.

The County Librarians passed unanimously a resolution which is given elsewhere in this paper.

A STATEMENT FROM CELIA GLEASON

Board of Supervisors,
Los Angeles County,
Hall of Records.

Gentlemen:

Referring to the report of the Bureau of Efficiency dated the 10th inst. and filed with your board, on the results of the investigation of the County Free Library, together with its recommendation, I feel that it is due myself and my long established professional reputation, that a reply covering the material points should be presented to you.

The report covers a great many minor charges relating to the operation of the County Free Library which are immaterial.

It is safe to assert that the Bureau of Efficiency which conducted this investigation, and which, please note, is not composed of persons having an intimate or even a general knowledge of library technique, would be able to find grounds for criticism in the management of almost any other department devoted to the public service.

Discharged and disgruntled employes are notorious for their criticism of an executive under whom they have worked. Yet it is apparent that most of these charges are based upon the secret testimony of such persons.

To charge that the librarian has maintained no regular office hours, I would say that while the headquarters of the County Free Library are in the city of Los Angeles it is operated almost exclusively outside the limits of the city through 317 distributing points. It is obvious, therefore, that the duties and responsibilities of the librarian in the proper conduct of the library in all of its parts and branches make it necessary for her to spend the greater part of her time in the field. It is admitted that she has never spared herself in the arduous duties of her office, but has always worked far beyond regular office hours.

Comparison of the Los Angeles County Free Library and other libraries of the United States will prove that the charge of extravagance contained in this report is entirely unfounded. Statistics show that the cost of circulation per volume ranges from .094 cents in Los Angeles (city) Public Library to .230 cents in Pittsburgh and .282 cents in Boston. Los Angeles County Free Library has been able to cut these figures to .1839 cents. An investigation made by a fair-minded committee familiar with library practices would demonstrate many other features of the Los Angeles County Free Library equally commendable.

As to the charge of illegal purchases—meaning in this instance purchases not determined by the Board of Supervisors—I find complete vindication in the plain words of the statutes which invest the librarian alone with the "power to determine what books and other library equipment shall be purchased" (see Section 9, chapter 68, of the statutes of 1911).

The purchase of the Fisher Collection would appear to be the major charge against the County Librarian. In the light of the above quoted provision of the law it is clear that the County Librarian acted well within her rights and duties.

Requisitions for the material signed by the Librarian were forwarded to the County Purchasing Agent on the regular form and were regularly passed and approved by the proper authorities.

See accompanying letter dated April 21st, 1924, from the county counsel outlining the authority of the County Librarian in regard to the purchase of equipment which fully supports my position.

Furthermore, while the report charges illegality of purchases, no showing is made that the county counsel has been consulted or has advised that there has been any illegality.

The decision of the Board of Supervisors not to purchase this collection was made when purchase from the general fund for the County Museum was proposed, and did not have bearing upon the question of purchase from the special County Free Library fund. The collection was secured because it contained valuable material of an unusual character, and the price paid was reasonable and fair. The collection is still worth what it cost and will increase rather than decrease in value.

I have long been identified in an honorable way with the library service. It scarcely seemed reasonable to require me to defend myself in public trial against flimsy and unfounded charges framed by a man who has lived in this county only a few months. Rather, I have tendered my resignation. I am content that the County Free Library which I have painstakingly builded from nothing to its present great size and high standards of efficiency should be my defense. It is something which may not be ignored or lightly brushed aside.

Respectfully submitted,
CELIA GLEASON, Librarian,
Los Angeles County Free Library.

The following resolution was passed unanimously by the County Librarians on May the first, 1924:

"We, the County Librarians of California in convention assembled, desire to express to Miss Celia Gleason, our profound appreciation of her years of faithful and efficient service as Librarian of the Los Angeles County Free Library, our unshaken and unshakable confidence in her integrity, honor, and ability as a woman, as an executive, and as a public official.

"We desire to assure her of our love, our loyalty, and our profound regret and sorrow over her resignation as Librarian of the Los Angeles County Free Library, which under her skillful and efficient management has developed into the largest and most effective institution of its kind, not only in California, but in the United States, and in which we, as County Librarians, feel a deep professional pride and appreciation, because of its remarkable development and splendid achievement."

Dr. Albert Shields, formerly city superintendent of schools of Los Angeles, will conduct courses in the University of California, Southern Branch, during the summer session. Dr. Shields is a member of the Columbia University faculty, occupying the Schiff Foundation chair in civic education.

HAVILAND HALL AT UNIVERSITY OF CALIFORNIA NEW HOME OF SCHOOL OF EDUCATION

A notable event in connection with the celebration of Charter Day and the formal inauguration of President William Wallace Campbell at the University of California, during the third week in March, was the dedication of Haviland Hall as the permanent home of the School of Education. The building, as fine a one as man can build of steel and artificial stone, is owing to a bequest of $250,000 from the lady whose name it bears, supplemented by a grant of $100,000 from the state. It was planned with insistence upon completeness in the light of modern demands on the teacher's professional school, and is adequate to all present needs.

First among the dedicatory ceremonies was the unveiling of a life-size oil portrait of Dr. Alexis F. Lange, by his friend, Professor Perham W. Nahl, of the university's Department of Art. This painting, well conceived and well executed, stands in a beautiful symbolic frame upon the wall of the main entrance. The educational world need hardly be reminded that Dr. Lange, Professor of Theory and Practice of Education and head of the Department of Education in succession to Elmer Ellsworth Brown, became dean when the department grew into the School of Education. His health failing, he turned the deanship, in July of 1923 over to Dr. W. W. Kemp, who after several years as Professor of School Administration under Dr. Lange had become in 1917 president of the State Normal School and Teachers' College at San Jose. Dr. Lange looks forward to so much return of health as will permit him to resume next August a limited amount of senior leadership. The affectionate reverence of his associates and former students for "the Chief" is written deep both in the Nahl portrait and in the marble chair set up—the eighteenth thus far—in the Greek theatre to signify the lastingness of the things done and said in his profession. The chair is the gift of many friends; the portrait the gift in particular of the educational fraternity of Phi Delta Kappa.

It may be doubted if any professional school building yields more service for its size than should come from Haviland Hall. Every square foot is accounted for and is in daily, almost hourly, use. Not only the Department of Education itself profits incalculably from the comprehensiveness of the new quarters. On the fourth, or uppermost, floor, central, and lighted from above, is a spacious exhibit room; and this room from its first opening about March 20 with an unusually large and attractive exhibit by the Berkeley school system, has been in such demand for similar uses, including art shows, that it promptly became necessary to set up a waiting list. Yet, while of great public interest, this room gives way in point of consequence to the library the seminar rooms, and the laboratories. The library, the heart of Haviland Hall, is to be a branch of the University library, which means continuous service for ninety-four hours a week. Its size is suggested by observing that it extends along the entire west side of the building and has floor area sufficient for eight reading tables each sixteen feet in length. Walls and furniture are finished in mahogany.

The laboratories of Haviland Hall would puzzle, would perhaps even antagonize, a visiting ghost from the teachers' training school of a generation ago. One of those is a statistical room 27 feet square with cases and deep drawers around three sides for storing data relating to psychology, administration, educational tests, etc. Eight calculating machines, one electrically operated, make up its mechanical equipment, all at the service of students. Another laboratory is that for child study, two connected rooms each fourteen by fourteen feet. Here are scales, spirometers, grip and strength test apparatus, puzzle and form block tests, besides considerable equipment present thus far only in contemplation. Adjacent to this laboratory are two similar rooms for special research work.

Another large room of the ground floor has been set aside for general laboratory purposes and equipped with work tables, gas and electricity outlets, running water, fume hoods, etc. Connecting with this room and with the specially equipped lecture room is an apparatus storage room. The lecture room, apparatus room, and general laboratory form a compact inter-communicating unit for investigations in experimental psychology.

In the sub-basement is an acuity laboratory in the form of a tunnel one hundred and thirty-five feet long. This laboratory is finished, lighted, and ventilated the same as the rest of the building and is proof against outside light. A scale on the baseboard provides a quick measurement of distances. Visual acuity and color charts with standardized lights to furnish illumination provide for accurate tests in vision. Arrangements are being made to provide facilities for experiments in stereoscopic vision and space perception. While the room is not sound proof, yet it is much more silent than the average room. Acoumeters and tone variators will provide a means for testing hearing acuity. The laboratory facilities in this particular field are probably second to none.

A photographic dark room in the sub-basement completes the laboratory facilities of Haviland Hall.

But library, lecture and seminar rooms, administrative and academic offices, exhibit room and laboratories, do not make up the full count of Haviland Hall facilities. Away up under the roof, at North and South ends, are chambers set apart for the Men's and Women's Education Clubs. These quarters represent the importance attached to the societies using them. Each has a faculty sponsor. Together they serve as an abundant fountain of professional spirit. As a recreation center their rooms are open to all administrators, supervisors, and teachers in the state. Here working committees will find quiet retreat, with a pot of tea not out of reach. Here can be held social gatherings, larger and smaller. It is not impossible that these chambers will come in time to be, among all the rooms of this noble building, the richest in human associations.

Charles D. Jones of Santa Paula has been elected the successor of E. E. Harwood of Hermosa Beach.

Papers have been drawn up for a new university with an endowment of $11,400,000. It will be located near Burbank, Los Angeles county.

The Story of Chocolate*

[Continued]

By BARBARA REID ROBSON

CHOCO, chocolatl, chocolate—all subscribe to the same parentage. We are told that the word was derived from the Mexican chocolatl. The Mexicans, so the story goes, used to froth their chocolatl with curious whisks made especially for the purpose. Thomas Gage suggests that *choco, choco, choco* is a vocal representation of the sound made by stirring chocolate. The suffix *atl* means water. According to another authority, W. J. Gordon, we owe the name of chocolate to a misprint. He states that Joseph Acosta (who wrote of chocolatl as early as 1604) was made by his printer to write the word as "chocolaté," from which the English eliminated the accent and the French the final letter.

Call it what we will, pronounce it as we like, chocolate has always been a food-confection of universal popularity. As far back as Linnaeus, the famous Swedish savant of the 18th century, the fruit of the cocoa bean, theobroma, was hailed as "food for the gods."

The cause of this emphatic qualification has been attributed by some to the fact that he was extraordinarily fond of chocolate; by others to his gallantry, since a queen introduced the chocolate beverage into France.

It may be that chocolate does not deserve such a celestial tribute; but the historic fact remains that throughout the ages, since its introduction into Europe by Cortez in the sixteenth century, this beverage has enjoyed great popularity: Only in comparatively recent years, however, has chocolate been extensively used in the preparation of substantial and dainty desserts. Since it can be obtained in the pulverized form, already ground, ready for use (as in Ghirardelli's Ground Chocolate) it fills a very important and nutritive place in the menus of today.

So much so that today, in more than a million homes in the west, Ghirardelli has come to be a by-word for chocolate.

★ *Note:* This is the third of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin is printed above. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.

Mail this coupon for the complete series on the Story of Chocolate

D. Ghirardelli Co., Domestic Science Dept.,
920 North Point St., San Francisco:

Please put me on your mailing list for the complete series on the Story of Chocolate. Absolutely free, of course!

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"First Aid" For Superintendents

THE PROGRAM OF MEASUREMENT IN CONTRA COSTA COUNTY

By Irmagarde Richards

Under the title "Let's Get Down to Brass Tacks," we published in the November, 1923, issue of the Journal a short review of the remarkable program of measurement that had been initiated by Superintendent Hanlon of Contra Costa County. In this preliminary report we outlined briefly the situation in Contra Costa County which led Mr. Hanlon to call to his assistance Professor Raymond Franzen of the University of California, to carry out a series of tests in the schools of the county. These measurement tests were to be used as a practical basis for organization and classification in the schools, for revised curricula, and for the selection of text books.

What we outlined in the previous article as a purpose and a plan, is now after two years of labor, coming into some measure of fulfilment. An impressive mass of material has been collected. With the able co-operation of the Contra Costa teachers, Professor Franzen has tested and recorded, for all the children of the county, the native ability of each individual child, and his actual accomplishment in his school work.

But this great mass of data has not been collected for its own sake, nor has it remained in the archives as an unorganized mass. Professor Franzen and his assistants have done a splendid piece of work in analyzing, tabulating, and interpreting this material, and the result of their work is now available in a bulletin recently issued, whose title we have quoted above, "The Program of Measurement in Contra Costa County."

It is no misnomer to call this bulletin a veritable "First Aid" to Superintendents and Supervisors. One of its opening paragraphs states that this is the great service of a measurement program—to direct supervision. "It is wasteful to allow our supervision to circulate about the county, going from school to school without any definite objective.—If supervision is directed on a basis of measured facts we will know what to supervise, where and when it is most needed, with a definite knowledge of why it is needed, and armed with the best known remedies."

A first glance through this bulletin with its many tabulation sheets, may give the impression that it would be dry reading, and pretty technical. On the contrary, to any teacher it is a fascinating document. The formidable tables prove to be, in simple terms, a graphic representation of the actual accomplishment of children with reference to their native ability. Is Johnny poor in reading? Well, yes, but compared with Johnnie's native ability, his accomplishment is rather fine in reading. Good teaching there, says the superintendent. Mary's score in arithmetic is pretty fair, nothing to worry about. But other tests show Mary a child of high ability, above the average. Why is she only pretty fair in arithmetic? Something wrong with the teaching? with the text book?

So in larger terms the tables present related facts not only for each individual child but for every grade in every school of the county. Average of ability is compared with average of accomplishment for whole grades and schools, and the answer is a pretty fair index of the teaching in each grade of each school. So at a glance a superintendent can tell where help and advice is needed, and, to a large extent, what kind of help and advice is needed.

It is a temptation to quote at length from the admirably lucid and helpful paragraphs which describe the tests and interpret the results. But the bulletin is available upon application and will well repay first hand study.* Especially interesting is the chapter containing suggestions as to how the tabulated results of the tests can be directly applied to the work of supervision. "All of our remedial procedures center about our diagnosis of how nearly a group has done what that group might do." This diagnosis, frankly presented, reveals in detail the definite weaknesses that need attention, and in general leads to conclusions that are probably as true for schools throughout the country as for this one county, and so are of great general interest.

Three of these conclusions, that are probably of more or less common application, are—that the average of accomplishment is below the average of ability, that is, the schools as a whole are not functioning up to the highest possible level of efficiency; that they function better for arithmetic than for reading; that they function less efficiently for bright children than for stupid ones. Already the facts made apparent by these tables have formed the basis of intelligent improvements which begin to show results.

In spite of the obvious practical value of these measurement tests, the program of Superintendent Hanlon and Professor Franzen has had to face some criticism and opposition. It has been objected that the tests result in laying undue stress upon the needs of stupid children, placing on teachers an extra burden to meet these special needs. At the other extreme, intelligence tests are said to be an effort to establish an artistocracy of intellect, unbecoming a democratic system of education.

Against these two extremes of criticism Mr. Hanlon urges his belief that education based on a system of individual testing is the one truly democratic education, since it opens to each child the opportunity for which that child is fitted, thus avoiding the tyranny of a system based on an imaginary "average" which does not in reality exist for any child.

Again, the program has been opposed on the grounds that the giving of the tests takes too much of the teacher's time, in a school day already over crowded. Needless to say, the director has made every effort to simplify the handling of the tests so that the least possible burden is laid upon the teachers. That this burden has been cheerfully borne is obvious, and more than that, there is plenty of evidence that the teachers above all others value this program and welcome it is an aid to their work and in their own professional growth. There is one special piece of evidence along this line that speaks for itself and is of great significance. Mrs. Whitbeck, the county librarian, submits figures to show that since the beginning of the measurement work the teachers of the county have called for and read books on professional subjects in just ten times the number that were called out two years ago! The testing has revealed to the teachers in a vivid way the weaknesses in their particular fields, and has roused their interest to meet and overcome the problems thus made apparent. Another example of practical effort resulting from the tests is offered by the committee of fifty teachers, formed to compile a new course of study in reading. The tests having shown that the county stood relatively low in its efficiency in reading, this committee has been formed to remedy the weakness, to study the standard authorities on the subject, to prepare tentative courses and try them out in the class room, and ultimately to present a course that will fulfil their known needs and raise the efficiency of the schools in reading to the highest possible point.

So, after two years, the Contra Costa program can claim that it has greatly increased the efficiency of supervision in the schools by revealing definite weaknesses and definite exact needs. As a useful scientific instrument it has made good. On the human side of the county personnel, the superintendent himself grows in enthusiasm over the results of the work, the teachers are aroused and warmly interested, and best of all, the Individual Child is at last getting the fair chance that democracy has long promised him. Mr. Hanlon is more than justified in his choice of an assistant and Professor Franzen continues his work with the hearty co-operation of the whole county.

Other counties, whose needs and problems in general must be similar to those of Contra Costa, and who may be already contemplating or initiating similar programs, will value the opportunity to learn at first hand the detailed results to date of this splendid piece of work.

* The bulletin can be secured from the Contra Costa Publishing Company, Martinez, at $1.00 per copy.

Principal Hull of the Napa Union High School has resigned. Mr. Hull will spend a year at the University in the study of special subjects. He is a wide-awake, energetic educator, and it is highly commendable that young men like Mr. Hull, after experience in practical administration problems, will go back to the University for further study.

Leon Louis De Jean, the author of that excellent book of verse, "Songs of the Air," has been engaged by General Electric Company to prepare several programs for the radio. It is rather unique of the author of "Songs of the Air" to broadcast the same. Mr. De Jean has been added to the faculty of Cora Williams Creative Art Institute of Berkeley.

Mark Keppel held an important meeting of school trustees at the University of California, Southern Branch, Saturday, May 10th. The speakers were Roy Cloud, Ira Landis and Mark Keppel. Luncheon was served to one hundred and fifty trustees.

Learn to Study

Do YOU Want YOUR Pupils To Do This?

Hundreds of teachers and superintendents are writing us these days indicating their great interest in the program now being launched in the publication of Dr. Horn's Learn to Study Readers.

HERE ARE A FEW TYPICAL LETTERS.

Frances Dearborn, Supervisor 3rd and 4th Grades, Los Angeles, California:
"The Horn-Shields Flash Cards and Learn to Study Reader, Book I, set a high standard for thoughtful application of the results of research in the silent reading field, for an easy translation of method to both trained and untrained teachers, for general make-up, and for understanding of children's interests. The Flash Cards will be particularly helpful for remedial work in the third and fourth grades."

Wilhelmina Harper, County Children's Librarian, Bakersfield, California:
"I consider Horn-Shields Learn to Study Reader, Book I, a book of most unusual value and merit. The whole idea is so splendid and excellently worked out. The authors deserve great credit for producing so superior a book. I am naturally interested in it, since our library handles so many readers in connection with our work with country schools. It is refreshing indeed, to find one so 'different.'"

Nellie Hamilton, State Teachers College, Fresno, California:
"I am trying out the Horn-Shields, Book One, in two schools. I think the books are going to prove very helpful as a means of teaching close analytic study."

Nettie A. Maurer, Rural School Supervisor, Healdsburg, California:
"I am very much pleased with your Learn to Study Reader, Book One. I think the material is just the kind of mental food our children need. Wish it could displace some of our fairy tales."

Charles E. Teach, Superintendent of Schools, Bakersfield, California:
"Book I of the Learn to Study Readers is absolutely sane, safe and satisfactory. We shall use some next year."

Herbert L. Healy, Deputy Superintendent of Schools, Bakersfield, California:
"I have gone through the Learn to Study Readers, Book One, very carefully. I believe it contains the sort of material we need to use from the lowest grade up in order to enable the students in the fifth, sixth, seventh and eighth grades and even higher to be able to read understandingly their histories, their geographies, their arithmetics. From my experience the most of the difficulties in the upper grades in the content subjects is due to lack of reading ability."

Sara A. Bicknell, 645 Bradford Street, Pasadena, California:
"I have waited to write you until such time as I could say that I had examined the Learn to Study Reader with careful attention. This I have now done, going over each lesson with all the accompanying notes.
"To say that I am delighted with the book is to put it very mildly. Each lesson is well worth while. Each appeals to real child interests. Each has its place in forming desirable habits and in creating desirable attitudes."

Harriet Sherwin, Primary Supervisor, Fullerton, California:
"My Primary teachers have pronounced Book One of the Learn to Study Readers, as 'Great!' 'Just the thing to create thought.' We are hoping to have a set of them in our building for next year's work.
"Personally, I believe the plan of this book is a step in the right direction to secure better methods of study and thought getting."

Gladys E. Moorhead, Primary Teacher, Los Angeles, California:
"Your Horn-Shields Silent Reading Book proves itself to meet a real need. The subject matter is particularly gratifying, offering as it does factual material not otherwise obtainable by primary children."

The Learn to Study Reader, Book II, is now published. Write us if you, too, are interested. The books will be sent on approval to any teacher.

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- Cuba y los Cubanos, by Mapes & De Velasco
- Gonzalez, Smith y Compania, by Mercado & Costa
- Negocios con la America Espanola, by Harrison.
- Curso de Taquigrafia de Gregg, by Gregg
- Manual de Correspondencia Comercial, by Mercado

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- An introduction to Economics, by Laing

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- Constructive Dictation, by Gardner
- Gregg Shorthand Manual, by Gregg
- Gregg Speed Studies, by Gregg
- Progressive Exercises in Gregg Shorthand, by Gregg
- Word and Sentence Drills in Gregg Shorthand, by Markett
- Rational Typewriting (Revised High School Edition), by Cutler-SoRelle
- New Rational Typewriting, by SoRelle
- First Principles of Advertising, by Nesbit
- The Science and Art of Selling, by Knox
- Personal Efficiency, by Knox
- Personality, by Spillman
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- Secretarial Dictation, by Gregg and SoRelle
- Office Training for Stenographers, by SoRelle
- Exercises in Office Training for Stenographers, by SoRelle.
- Essentials of Commercial Law, by Whigam
- Business Letter Writing, by Candee
- Vocabulary Studies for Stenographers, by Miner
- Words, by SoRelle & Kitt
- Rational Arithmetic, by Lord
- Business Arithmetic, by Walsh

Drawing
- Figure Construction, by Bement

For Junior High Schools

English
- American Ideals: Selected Patriotic Readings, by Serl & Pelo

Mathematics
- Modern Junior Mathematics, Book I, by Gugle
- Modern Junior Mathematics, Book II, by Gugle
- Modern Junior Mathematics, Book III, by Gugle

Commercial Subjects
- Bookkeeping Exercises, Part I, by Bartholomew
- Bookkeeping, by Lockyear
- Gregg Shorthand Manual, by Gregg
- Graded Readings in Gregg Shorthand, by Hunter
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- Rational Typewriting, Medal of Honor Edition, by Cutler-SoRelle
- Office Practice and Business Procedure, by McGill
- Problems in Office Practice and Business Style, by Strumpf

For Junior Colleges

Mathematics
- Mathematics for the Accountant, by Vinal

Commercial
- Accounting Principles and Practice, Volume I, by Bennett
- Accounting Principles and Practice, Volume II, by Bennett

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Source Material for School Holidays

By Bethel Collins Culp

With the added emphasis upon the observance of school holidays comes a demand for new and varied source material which may be used by the schools in the selection of their holiday programs. Such material may be gathered from various sources; newspapers, magazines and worn-out books. Contra Costa teachers are familiar with the little pamphlets issued by the County Superintendent of Schools containing a suggested list of appropriate selection and a bibliography of suitable material. It has been noted, however, that by far the greater number of valuable selections are to be found in more than one publication; in fact, many of the best poems may be located in discarded books and current magazines which the school has in its own library. "The Western Journal of Education" publishes source material commemorating the school holidays. "Normal Instructor and Primary Plans" and several other educational magazines often contain bits of poems, songs and exercises which are invaluable in selecting and arranging the average school program. Practically every school subscribes to one or more of these magazines and it is not possible for a complete file of such periodicals to be preserved. While it is safe to say that not one school in ten ever keeps the back numbers on file; even if its does, when the time for selecting the holiday program arrives there is the proverbial hunt for the needle in the haystack. Much valuable time is wasted and one's patience sorely tried. Too often, these periodicals are stacked on a shelf at the back of the supply closet. Even when the magazines are carefully gone over for desirable data the clippings are very apt to become soiled, misplaced and finally lost altogether.

Teachers have come to feel the need of a compact system for the filing of such clippings which will arouse an interest in noting and collecting new clippings that will be of valuable service to them in their selection of good things for the holiday program. Many teachers use scrap books but the result is merely a chronological arrangement with the material unclassified, thus making it necessary to search for the desired subject.

The vertical filing system which is designed to fit the exact need of the teacher is being demonstrated to the teachers of Contra Costa county by Mrs. Alice G. Whitbeck, county librarian. This system is planned especially for the collection of suitable selections for the observance of various school holidays though it may easily be extended to include a collection of interesting facts in relation to any school subject such as history, geography or language.

Mrs. Whitbeck suggests that as a part of the equipment of every school should be included a filing drawer, a hundred manila folders, manila mounts and a box of U-File-M binders. For the smaller schools an inexpensive filing case could be used or the filing drawer of the teacher's desk. Experience shows that a clipping file grows so rapidly when once started that a full sized drawer is none too large with which to start. Some of the larger schools may require a three or four-drawer filing cabinet.

Teachers are urged to take advantage of the current educational periodicals and pamphlets which they receive, look them over carefully, clip what is valuable and throw the remainder into the waste basket. Many old, out-of-date school books which have been discarded contain poems which are still in use. A systematic care of school pictures and a large collection on various school topics is made possible by the vertical file. Every teacher is urged to start this file at once and all material that is collected should be filed immediately in order that the clippings will not become soiled or lost. A great deal of interest is being manifested in Contra Costa county and the teachers are already starting their files while the schools are being urged to purchase the filing sets.

There are many vertical filing cabinets on the market but for the purpose of giving definite information in this article there is quoted the price list from only two responsible manufacturers. The entire outfit may be purchased from either of these firms at a nominal cost.

Yawman and Erbe Manufacturing Company, 132 Sutter street, San Francisco, quotes:

Letter Size File

1 No. 77 drawer letter size vertical transfer case	$5.50
1 set No. 22-404 letter size manila guides	.75
100 No. 3404-S letter size manila folders	1.85
200 mounts 9½x11¾ manila stock as per sample	2.25
100 U-File-M Binder strips	1.85
1 four-drawer letter size vertical transfer case	36.25

(for a four-drawer system one would need more folders and mounts.)

Legal Size File

There is also another size file called legal file which would take a larger mount. A complete legal size filing set would be slightly more expensive.

Library Bureau, 39 Second street, San Francisco quotes:

Letter Size File

1 letter size transfer case with block	$6.75
1 same as above but in steel	7.50
1 set plain manila guides	1.00
1 set plain 25 point pressboard guides	2.60
200 manila mounts	1.50
200 manila folders	1.85
1 four-drawer case, wood	35.00

Legal Size File

1 legal size wood transfer case	$7.50
1 same as above but in steel	8.75
1 set plain manila guides	1.40
1 set plain pressboard guides	2.85
200 manila mounts	1.50
200 folders	3.25
1 box U-File-M Binder strips	1.50

The legal size (10½ inches high, 15¼ inches wide, 24 inches deep, inside measurements) is especially recommended as it will accommodate oversize clippings and pictures and permit parallel rows of ordinary size pamphlets on end, thus saving more space than the correspondence size file. Any number or combination of units may be joined in one row or tier and any combination may be changed at will as growth demands.

Regarding the filing of material: first, file separate mounts of either pictures or clippings with the subject heading written in the upper left-hand corner; next, file folders containing unmounted clippings or pamphlet material. Use alphabetic guides.

Adopt a standard size mount (9½ inches by 11¾ inches). Clippings on one subject only are attached to each mount, either pasted or, better, fastened with U-File-M strips. The latter are narrow strips of heavy gummed paper which are fastened to the mount. These bear small gummed tab to which the clipping is attached. The strips are particularly convenient for clippings printed on both sides of the paper or for attaching many clippings to a mount, since there are additional strips for lapping the clippings one behind another, thus saving space. Clippings of several pages may be attached to the same size manila mounts or fastened in a manila binder (standard size 9¾ inches by 7 inches when folded), with brass paper fastener, U-File-M, or with the Hotchkiss stapling machine (small size No. 1), which is inexpensive and to be had from stationers. The clipping may then be treated like a pamphlet, marked with the subject heading and filed alphabetically. Clippings of any sort should not fail to show the date of publication and the source.

Any clippings known to be of permanent value may be mounted and filed under its subject. Others of temporary or questionable value may be placed loosely in a vertical file folder, marked with the subject heading and filed back of the folders on the same general subject. It is not worth while to mount clippings of passing value.

In the choice of subject heads use, as a rule, the definite term that you would ask for in searching for such material. Some few subjects may be more easily found under one head subdivided as: Holidays—Christmas, etc.; Animals—Dogs, etc.; Costumes—Dutch, Indian, Spanish, etc. In determining the subject heading under which to file a clipping, it is absolutely essential to be uniform and consistent. Duplicate headings should be avoided; clippings relating to one subject should not be distributed.

The chief value of the vertical file is for quick reference. One has but to see a file of this kind in operation to realize its very great value in the school. It brings together and makes available for reference not only the various stories, poems, songs and speeches valuable for use in the holiday program but also current articles of interest, photographs, pictures and clippings of all kinds and on all subjects. If one is systematic in the use of this file he will be surprised to find it not only a great time saver but a joy to operate.

THE HIGH SCHOOL PRINCIPALS' CONVENTION AT SANTA CRUZ

Hon. A. C. Olney, State Commissioner of Secondary Schools, called the convention of principals to meet at Santa Cruz the week of April 14. It was a great meeting.

The addresses were all of a high order. The convention, by resolution, requested the publication of Olney's address and Merton E. Hill will give it a permanent place in his new book on "Patriotic Writings for Students." Dr. Campbell of the University of California gave an address that was notable for choice of English, for fine phrasing, for well balanced statements, and keen, intuitive interpretation of problems of life. Will C. Wood aroused tremendous enthusiasm by his attack on bigotry, narrow-mindedness and the various groups of propagandists.

Stanley B. Wilson was safe, sound and eloquent in his plea for higher ideals. The humorists of the convention were George Albee of Eureka and C. L. Geer of Coalinga, who kept the members laughing during their talks.

The city of Santa Cruz under the leadership of Karl Adams, Geo. A. Bond and the veteran and well-beloved educator, J. W. Linscott, showed the right kind of hospitality. The lobby of Casa Del Rey hotel was animated, and the high school principals were examples of socialized efficiency as well as charm.

The resolutions were all timely, especially the one asking for open mindedness in reference to the historian's right to interpret history from the standpoint of truth, and not of national prejudices. The resolution condemned the attacks made on Muzzy's History.

Mr. Olney is to be congratulated on a very successful convention.

NOTES ON PRINCIPALS'

Comment upon the program at the high school principals' convention at Santa Cruz was that it was exceedingly good.

Every session had something worth while.

Superintendent Karl F. Adams of Santa Cruz and G. A. Bond, principal of the Santa Cruz high school, had seen to it that all arrangements were complete.

The week starting in a mist ended with perfect California weather. Santa Cruz with its wealth of springtime flowers and blue Monterey Bay could not have been more gracious.

Hearty addresses of welcome were given by Karl F. Adams, superintendent of city schools; George A. Bond, principal of the high school, and Mayor John Mayer.

C. L. Geer of Coalinga gave a reply of welcome that was the cleverest piece of work of the whole convention. The appreciation of the audience was spontaneous.

Wm. J. Cooper, city superintendent of Fresno schools, gave an interesting address on "Typical Eastern Junior High Schools."

Superintendent Cooper also distributed some fine material which he has used effectively in enforcing the state law in regard to high school fraternities.

Milton Watson, San Jose Teachers' College, sang a number of tenor solos of extraordinary fineness.

Hon. Stanley B. Wilson gave an eloquent address on "This Convention and the World of Tomorrow."

F. J. O'Brien, member of the State Board of Education from Chico, official representative of the State Board, made a few remarks to the assemblage.

A. C. Olney, State Commissioner of Secondary Schools, gave a studied and careful analysis of California progress and needs in secondary education.

Will C. Wood, State Superintendent of Public Instruction, gave a superb address on "What Is a School For?"

J. R. McKillop of Selma gave a thoroughly worked-out talk on "The Grading of Pupils."

Addresses by Dr. W. W. Campbell, president University of California, and by Dr. Ray Lyman Wilbur, president of Stanford University, were notable events of the session.

Dr. Ellwood P. Cubberley of Stanford University gave one of his characteristically finely developed lectures.

Dr. John Adams, University of London, who this past year has won a place in the hearts of California educators, was given a great reception.

Professor Sam Hume, University of California, gave some fine advice in his address on "The Drama as a School Activity."

A meeting of the High School Principals' Association was held. Bruce H. Painter of Petaluma, the president, presided.

Nicholas Ricciardi, State Commissioner of Vocational Education, spoke on "Co-operation of School and Community Interests."

Geo. C. Jensen of Eureka as chairman gave a report of the Grammar Committee; Louis E. Plummer of Fullerton gave the report of the Committee on Elimination of Illiteracy in California. The report of the Resolutions Committee was given by A. L. Ferguson of Glendale, chairman.

The following men were in charge of general sessions: Dean J. W. Linscott of Santa Cruz; A. R. Clifton, Monrovia; Commissioner A. C. Olney, John S. Drew, San Francisco; T. A. Russell, Huntington Park; Walter H. Nichols, Palo Alto; J. B. Hughes, Oroville; W. B. Munson, Fresno.

At section meetings Herman A. Spindt, Bakersfield, presided at the meeting of schools enrolling more than 500 students; Roy E. Simpson, Anderson, of schools enrolling from 100 to 500, C. R. Prince, Calipatria, of schools enrolling less than 100.

Arthur H. Mabley, San Luis Obispo, was in charge of section on Adult and Continuation Education; Howard H. Hicks, Long Beach, of that on Junior High Schools; A. A. Bowhay, Santa Maria, of that on Junior Colleges; Paul Evans, Alameda, of that on Commercial Education.

Vierling Kersey, assistant superintendent of schools, Los Angeles, gave a wonderful presentation and an excellent defence of part-time education in the city system in his talk on "Part-time Programs in Rural Communities." This occurred at the meeting of the Adult and Continuation Education section meeting. The meeting developed some excellent arguments. Principals of small country high schools were of the opinion that the system that could prove practical in the country must naturally be different from that of the city.

Among county superintendents of schools present at the meeting were Miss Cecil M. Davis of Santa Cruz, Miss M. L. Richmond of Kings, Ira C. Landis of Riverside, Robert L. Bird of San Luis Obispo.

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WESTERN SCHOOL NEWS

Mrs. Frances Effinger-Raymond, Pacific Coast and Orient Manager, the Gregg Publishing Company, with offices in San Francisco, is in the East, visiting the New York, Boston and Chicago offices of the Company.

Mrs. Raymond was associated with Mr. Gregg, the president, and Mr. SoRelle, the vice-president, prior to the organization of the company, when all three of them taught in the Gregg School, Chicago.

Miss Caroline Swope will conduct her summer school for teachers at Long Beach, Berkeley and Santa Cruz. Miss Winifred Van Hagen, on physical education; Dr. H. W. Fairbanks, on geography, are listed in her faculty for this year. Miss Swope's primary methods excel and she has the ability to inspire teachers with enthusiasm. Write for circular of information to Miss Caroline Swope, Long Beach.

Lawrence Chenoweth of Kern county, and Mark Keppel of Los Angeles county were the speakers at Superintendent Ira Landis' Trustees' Institute in Riverside on May 3.

Deputy State Superintendent A. R. Heron and Dr. W. W. Kemp of University of California were the speakers for C. H. Neilsen of Butte county at his up-to-date Trustees' Convention in Oroville May 3, 1924. The Oroville Parent Teachers' Association furnished a fine luncheon for all the trustees. It is refreshing to find a parent teachers' association so helpful.

The Path Finder, published by the South Stockton Improvement Club, in the issue of Friday, May 2, had an excellent article by W. E. Ulrici of the Jackson school. Superintendent Ansel Williams gave an appreciation of the Community Center program.

The Gregg Shorthand Teachers' Association held a Radio Shorthand Contest on May 24. Charles L. Swem, the world's champion shorthand writer, acted as dictator.

L. B. Wilson for many years connected with the State Teachers' College, San Jose, died on May 17. He had thousands of friends among teachers, pupils and neighbors.

O'Shea Succeeds Ettinger as Superintendent of Schools, New York City

The world's largest school system goes to Wm. J. O'Shea for executive direction until 1930 by a board vote of 6 to 1. Dr. Wm. L. Ettinger was denied a second term, in spite of an unparalleled (in New York) number of resolutions, petitions and editorials for his re-election, plus "inside" help by Governor Smith and "Tammany." What does it all mean? Is it a clear case of politics destroying educational leadership?—From Public Service, 1125 Amsterdam avenue, New York.

Dr. G. Stanley Hall, formerly president of Clark University, author of "Adolescence," "Senescence" and many other books on educational psychology, is dead. He made a number of tours in California and was very popular as a C. T. A. lecturer. Dr. Frederick Burk was one of his first students, and brought to California the new psychological impulse to educational activities on a physiological basis.

Gertrude C. Maynard, vice-president and treasurer of the Jones Book Store, Los Angeles, graciously invited the members of the California Library Association, during the recent convention, to visit the store at 426-428 Sixth street. The motto of "The Jones Book Store" is "If the schools use it, we supply it."

The eighteenth annual summer session of the California School of Arts and Crafts will open June 23 and close August 1, 1924. Grace Stanley, commissioner of elementary schools, will give two courses, one on "The Constitution" and the other on "Public Education in California." Two units of credit will be given in each course. Teachers now in service seeking a renewal of their certificates will find these courses specially valuable.

An Invitation

The board of trustees and the class of nineteen hundred and twenty-four of the California School of Arts and Crafts invite you to be present at the exercises of Commencement Day, to be held at the new site of the school, College avenue and Broadway, Oakland, Friday afternoon, May 23rd, at 3:30 o'clock.

The Board of Education of San Francisco will hold competitive examinations for the teachers who desire to secure positions in the elementary schools, June 27th and 28th. There will be an opportunity for about one hundred applicants to secure good positions. Apply to Secretary, Board of Education, City Hall, San Francisco, for blank application forms.

Los Angeles City Board of Education held test examinations for applicants in the Los Angeles school system. Over 1500 teachers applied. The city will require an additional force of about 500 for 1923 and 1924.

Eduard L. Thorndike of Columbia University will give the following interesting talks at the University of California: "The Importance of Actual Detailed Habit Formation in School Work," May 26; "Word Knowledge," May 27; "The Psychology of the Dictionary," May 28; "Sentence Reading as a Form of Problem Solutions," May 29; and "Children's Interests in Reading," May 29.

Up-to-Date Mathematics

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For Junior High Schools

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UNIVERSITY OF CALIFORNIA SUMMER SESSION, LOS ANGELES, JUNE 28 TO AUGUST 9, 1924

Courses of Interest to Commercial Teachers

Mr. Frederick Beygrau, teacher of stenography, Evander Childs High School, New York City, will conduct the following courses in commercial subjects during the summer session in Los Angeles:

Methods of Teaching Typewriting.

Methods of Teaching Shorthand.

For further information concerning the work to be offered during the summer session in Los Angeles, address Miss Alice E. Cornish, 815 Junior Orpheum Building, Los Angeles, California.

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An Invitation

With pride and pleasure we announce the completion and opening to the public of our new offices and stock room at 350 Mission street, San Francisco.

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You are cordially invited to come and help us dedicate our new home to the ideal of efficient service to all book users.

Welcome. The Macmillan Company.

The editor accepted the invitation and was delighted with the refinement and completeness of the new officers, and also of the entertainment offered by T. Morehouse and his genial group of assistants.

Faithful Service

There are men in public life whose duties are so quietly performed they are practically unknown to the public. The teachers in our public schools are practically public characters, working day in and day out for the education of our children, and yet, infrequently, almost never are they accorded the appreciation of which they are deserving.

In this class there is one man who has been working faithfully, sincerely, and with truly executive ability for the welfare of our public school system. Elmer L. Cave, city superintendent of schools, has devoted four years of his life to this task. The beautiful school buildings, the efficient corps of teachers, the high standard maintained in our schools—all are results mostly of his self-sacrificing care and devotion.

The board of education Tuesday re-elected Cave to serve in his present capacity for another term of four years. This reelection is particularly significant. It is a recognition of his faithful, successful work in the performance of his duties. It is a just recognition, perhaps the only real recognition which has been given him for his long and careful service.

Vallejo is particularly fortunate in having at the head of its public school system a man of Cave's training and executive ability. During his term of office he has done much to bring the Vallejo public schools up to their present high state of efficiency.—Editorial of April 27, 1924, in Vallejo Times Herald.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MAY 1-3, 1924

The State Board of Education met in special session in Sacramento, California, May 1, 1924, the special order of business being the hearing of representatives of textbook publishers on geography material submitted for adoption for the fourth grade.

Protests were received from school officials against the board's action at the March meeting to postpone the adoption of a penmanship system at the expiration of the contract in July and discontinue the distribution of copy books to the schools after the present supply is exhausted. There being a sufficient supply of Books 7 and 8 to fill the summer orders for all the schools, the board voted to print an edition of the first six books to complete the orders.

Mr. Merk reported that a committee of citizens had been appointed by the San Luis Obispo Chamber of Commerce to inspect and offer recommendations concerning the future policy of conducting the Polytechnic School at San Luis Obispo and that Mr. Merk, Mr. Ricciardi, Mr. Heron and Mr. Werner of the State Department of Education had been appointed to represent that Department.

Miss Helen Dimmick resigned her position as assistant secretary in charge of credentials to accept another position. Miss Dimmick's resignation was accepted to take effect June 30, 1924.

Mr. W. M. Coman, State Supervisor of Rehabilitation, was appointed assistant secretary in charge of credentials, to begin July 1, 1924.

The Board authorized a reprint of Bulletin 2-C, "A Suggestive Course of Study in Geography for the Elementary Schools", which is to include, in addition, a list of phonograph records compiled by Miss Donzella Cross, to represent the music of various nations.

San Francisco State Teachers' College was granted the privilege to grant a degree with a major in junior high school education.

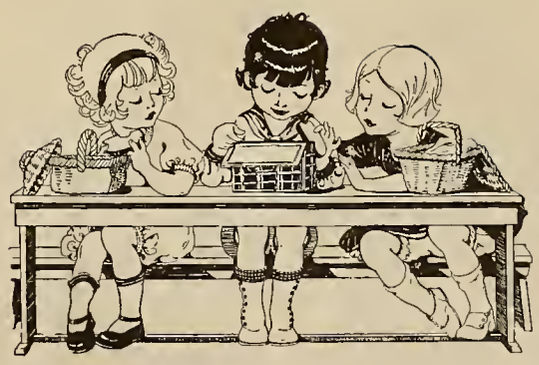
The Board voted to adopt a geography reader for the fourth grade, "Journeys in Distant Lands" by Barrows and Parker, Silver, Burdett & Company, publishers.

The Literature Readers for the sixth, seventh and eighth grades, by L. E. Armstrong, were readopted for a term of four years, with the understanding that Mr. Armstrong, with the assistance of the elementary commissioner of schools, is to revise them.

The board adjourned to meet in Sacramento in regular quarterly session June 23, 1924.

Respectfully submitted.

WILL C. WOOD, Secretary.



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BOOK REVIEWS

The Storyland Reader, by Neva S. Burgess—Stories for Each Month of the Year for the Third Grade: Seasonal material in the school room is always welcome. This little volume with its stories for each month of the year will prove useful to the teacher. In the majority of school rooms many supplementary readers are used during the year. Here is a book which may be brought forth each month for the stories of the season at hand, which will always prove fresh. The children will look forward to its coming. In the wide range of material which has been adopted by the author, history, geography, nature stories, fairy and folk lore have been freely drawn upon. (Noble & Noble Publishing Company, New York. Price 75 cents.)

Queen Nature's Fairy Helpers, by Alice Craig Edgerton: This is a fourth grade supplementary reader wherein the fairy tale is the device used to bridge the gap between the child world and science. The handling of the material is clever and vivid and the children will find these stories of the natural world every bit as fascinating as the oft-repeated fairy tales—and perhaps more so. Nature is wonderful and mysterious enough to make this appear a perfectly natural method of introducing her wonders to little children. The adventures of the Heat King, King Gravity, Princess Silvery Moonlight, Queen Nature and all forces of nature personified hold interest and will serve as an introduction to physical geography and natural science. The book may be used as a silent reader. Thought questions follow each chapter and will aid in review. Pen and ink sketches by Mabel Betsy Hill are fanciful and artistic. (Noble & Noble Publishing Company, New York. Price 80 cents.)

When They Were Girls, by Rebecca Deming Moore: This little volume is a welcome companion to "When They Were Boys," which was published recently by this company. The book "contains the stories of a group of American women, each of whom occupies a very important place in her particular field." The editor's introduction continues: "Our desire has been to bring very closely to the attention of our many readers some of the outstanding characteristics in the girlhoods of these women, and to show the relationship between these qualities in girlhood and the achievements of adult life." Twenty-four representative women have been chosen for the purpose of the book and each story is so written as to bring in personal incidents and the lesson of a great life without stressing chronological data that has no direct bearing on the interest of the story. Mention of a few of the women whose stories are given will give the vision which prompted the book: Jane Addams, Louisa M. Alcott, Susan B. Anthony, Cecilia Beaux, Evangeline Booth, Frances Hodgson Burnett, Grace Hoadley Dodge, Louise Homer, Helen Keller, Ella Flagg Young, and others. This material will furnish excellent material for supplementary reading in the fourth or fifth grades. (F. A. Owen Publishing Company, Dansville, N. Y.)

NEW PUBLICATIONS OF THE AMERICAN BOOK COMPANY

Title: **First Course in Algebra.**
Author: Joseph A. Nyberg, M.S., Instructor in Mathematics, Hyde Park High School, Chicago, Illinois. 352 pages. Price $1.24.
This book departs from the traditional order and manner of presentation. The topics are arranged according to their relative difficulty. The subject matter of the problems relates to modern everyday affairs. Problems from geometry are used extensively. Formulas are introduced early and frequently. Pupils are taught not only how to interpret graphs, but how to construct them.

Title: **Measuring Results in Education.**
Author: Marion Rex Trabue, Ph.D., Professor of Educational Administration, University of North Carolina, formerly Director of Bureau of Educational Service of Teachers College, 1917; Psychologist for U. S. A., 1917-1918. American Education Series. 496 pages. Price $2.
This book interprets the general principles of educational measurement in a way which will be helpful to the average elementary school teacher.

Title: **History of America.**
Author: Carl Russell Fish, Ph.D., Professor of History, University of Wisconsin. 620 pages. With maps and illustrations. Price $1.92.
This fresh, new, distinctive interpretation of American history for high schools pays special attention to the changes in industry, business, education, religion, politics, and government that have taken place from the earliest days to the present. The titles of the parts are: Getting a Foothold, 1600 to 1760; Community Relationships, 1760 to 1825; Development of the Continent, 1815 to 1860; Nation versus Section, 1830 to 1872; New Problems to Solve, 1860 to 1900; The Life of Today. The maps and illustrations are new and distinctive.

Title: **Contes Des Provinces.**
Editor: Suzanne Roth, M.A., Assistant in the French Department, Morris High School, New York, N. Y. 304 pages. With notes, exercises and vocabulary. Price 88 cents.
A compilation of short stories and legends of the old provinces of France adapted from such well-known authors as Mistral, Bazin, Vautier, Beauclerc, and Aicard.

Title: **Modern Business Mathematics.**
Author: George H. Van Tuyl, Instructor in Business Mathematics, School of Commerce, Accounts and Finance, New York University, and Instructor in Business Mathematics, Extension Teaching, Columbia University. 318 pages. Price $2.60.
This course of university classes is made up of two parts, the first comprising the topics generally known as "Business Mathematics" and the second embracing the more important fundamental operations of the mathematics of finance.

Title: **Industrial Geography**—Production, Manufacture, Commerce.
Author: Ray Hughes Whitbeck, Professor of Geography, University of Wisconsin. 624 pages. With maps, diagrams, charts and illustrations. Price $1.72.
This book is distinguished by its easy narrative style and its clear and logical presentation of the important facts of commercial geography. The book includes pictures, maps, diagrams, charts, reference tables, summaries, exercises, and index.

Title: **Civic Science Manual.**
Authors: George W. Hunter, Ph.D., Professor of Biology, Knox College, Galesburg, Illinois, and Walter G. Whitman, A.M., Editor, General Science Quarterly; Physical Science Department, State Normal School, Salem, Mass. 368 pages. Loose-leaf form. Price $1.20.
A collection of laboratory exercises, projects, and score cards designed to accompany the authors' Civic Science in Home and Community. The experiments are intended for the laboratory, demonstration and home work and are clearly illustrated and explained.

Title: **Elements of Commercial English.**
Author: J. L. Zerbe, Assistant Professor of English, University of Pittsburgh, Head of English Department, Duffs-Iron City College, Pittsburgh, Pa. 434 pages. Price $1.40.
A course for commercial classes which teaches the kind of English now required in the best business usage. The text is adapted to both individual and class instruction.

Title: **Fortuna**, by Perez Escrich, and **La Golondrinita, El Gato y el Mono**, by Juan De Las Vinas.
Editor: Ruth A. Bahret, Teacher of Spanish, Washington Irving High School, New York, N. Y. 208 pages. With notes, exercises and vocabulary. Price 92 cents.
Fortuna, which describes the attachment between a dog and a small boy, is one of the best-known and most popular short stories in modern Spanish literature.

How to Debate, by Robert W. Babcock and John H. Powell, Jr.: These authors have written a thought-producing and stimulating text on the subject of debating. It is a book, as the authors themselves declare in the preface, which demands study, attention and, if the student is immature, the assistance of an instructor so that the most may be gotten from it. The subject is covered thoroughly under the topics: the art of argumentation; the proposition; the gathering of material; analysis of the question; the brief; evidence; methods of reasoning; fallacies; methods of refutation; constructive speech; rebuttal; delivery. The appendix contains a brief treatment of parliamentary law and the conduct of the debate. Examples of debate are taken from a varied field including examples from students themselves. (J. B. Lippincott Company, Philadelphia, London and Chicago.)

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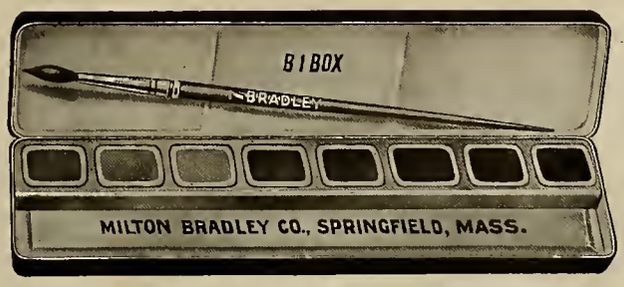

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JOTTINGS OF A TRAVELING BOOKMAN

B. F. Enyeart of San Diego, principal of the La Jolla Junior High School, will establish a senior high school in La Jolla next year.

O. S. Thompson, principal of the Compton High School, has recently succeeded in a bond issue for $650,000. A magnificent new plant will be erected. The growth of Compton has been phenomenal. Considerably more than 1000 students are registered.

Jonas B. Ely, principal of the Fillmore Union High School, has been carrying on an extensive building program this year. A $200,000 bond issue voted last year is being expended. Of this amount $125,000 is for a new administration building. This is a finely built reinforced concrete structure, which will contain the offices, commercial department, seven class rooms, rest rooms and an auditorium. The auditorium will seat 900 people. It contains a large stage thirty by sixty feet.

A gymnasium and an out-door swimming pool have been constructed at a cost of $8000. The gymnasium is exceedingly well arranged. A dryer can handle 240 bath units an hour. A cork flooring adds to the fastness of the gymnasium basketball court. The campus includes seventeen acres of land, of which six were recently purchased at a cost of $22,000. Two new Moreland trucks with specially built bodies, costing some $12,300, are used as school busses. The enrollment of the high school numbers some 220, that of the junior high school 125. Mr. Ely expects to move into the new building by September.

Dick W. Graves, Stanford 1923, of Ogden, Utah, has been placed in charge of the World Book Company's Southern California territory. Los Angeles will be Mr. Graves' headquarters.

The American Book Company has put Geo. W. Haney in charge of its work in Southern California. Mr. Haney is a graduate of Ohio University and in 1923 took his M.A. degree from the University of California. Mr. Haney has specialized in psychology.

R. B. Haydock, district superintendent of Oxnard grammar schools, is in the midst of a building program. The buildings are being designed by Mr. Haydock to fit Oxnard climatic conditions. The first unit of the Palm avenue school is being built at a cost of $55,000. This unit is the central section. Ultimately this building will have twenty-four classrooms and an auditorium with a frontage of 320 feet. The Third street school is being constructed at a cost of $63,000 and includes eight class rooms and a kindergarten. Mr. Haydock has an enrollment of 750 to 800 children. A new bond issue will be needed to carry out further extensions.

W. D. Bannister, principal of the Oxnard High School, has made a study and report on principals' and teachers' salaries in California that is proving quite an aid to his fellow workers.

Arthur L. Vincent, superintendent of Ventura schools, has carried on a fine building program the past year. One $70,000 building and an $8000 kindergarten have been ereceted. Another bond issue will be needed soon to keep up with the growth of school population.

The Modesto High School four-man rifle team was winner of the Astor cup match with a score of 1000.

"Penmanship Teaching and Supervision" is a new book just published by Miss Leta Severance Hiles, supervisor of penmanship of the Long Beach city schools. The book is published by J. R. Miller, 3474 University avenue, Los Angeles, Calif.

Miss Elizabeth C. Riddell, Long Beach elementary and junior high school librarian, is in charge of the largest library system of its kind in California. Associated with Miss Riddell are four librarians in junior high schools and three in the elementary schools, as follows: Miss Avis F. Meigs, Thomas A. Edison Junior High School; Mrs. Edwina Steel Hicks, Franklin Junior High School; Miss Gladys C. Warren, Jefferson Junior High School; Miss Alice Frost, Washington Junior High School; Miss Marion Madison, Horace Mann School; Miss Gladys Grier, Luther Burbank School, and Miss Elizabeth Scales, Temple Avenue School.

W. C. Conrad, superintendent of Venice city schools, is taking much interest in advising summer school work for his teachers. The Venice City Board of Education will take recognition of such work in salary adjustment.

The Fresno City Board of Education, acting on the recommendation of City Superintendent of Schools Wm. John Cooper, has abolished all department headships and sub-headships in the Fresno High School and Fresno Technical School, effective next September.

The high school is to be reorganized under seven directors, as follows: Pre-engineering course director, pre-medical course director, director of citizenship training and pre-legal course (involving direction of all pupils preparing to enter colleges of law and commerce or business, and the proper citizenship direction of students not preparing for college, as well as those preparing for college), director of foreign language education, director of English, agricultural education and fine arts education.

Each of the directors will be responsible for the proper educational guidance of students who wish to prepare themselves for the lists indicated, and to urge upon the pupils in the high school that they prepare themselves along one of these special lines for college entrance. Students who do not select one of the remaining six groups will be directed by the English director. Teachers will be assigned to work under the various directors for advisory purposes.

The salary of a director was set at $2700 per year.

Walter R. Hepner, assistant superintendent of Fresno city schools, reports on an opportunity class organized at the Columbus school, Fresno. He says that the students gain from one-half to one and one-half years.

WHAT SONOMA COUNTY IS DOING

Superintendent Louise Clark is putting over a progressive educational program in Sonoma county.

The law which created rural supervision aims to give children in the country educational opportunities comparable to those which city children receive. Sonoma county hopes to accomplish much for these rural children by the start that has already been made. The county superintendent has the following supervisors on her staff: An agricultural supervisor, an Americanization and physical education supervisor, a supervisor of attendance, three general supervisors, and a director of research; all of whom began work in September, 1923, except three who came in the spring of that year. The common idea of all this staff is to help the teacher with her problems right in her school room, and not from afar, the superintendent's office.

This is a county with 1582 square miles, territory that is larger than the whole state of Rhode Island. The Coast Range and its spurs divide the county into several valleys—Sonoma, Petaluma, Santa Rosa, Cloverdale, and the Russian River; but over half the county is mountains and hills. This perhaps partially accounts for the fact that 97 of the 144 rural schools have but one room.

Miss Clark has selected her assistants with unusual care and the physical education, agricultural clubs, reaching, measurements, tests, and the other educational activities place Sonoma county among the most up-to-date school communities in the State.

The State Board of Education has published an excellent report of the Public School Teachers' Retirement Salary Fund Board. Copies will be sent free on application. Address Marion H. Ketcham, assistant secretary, Retirement Board, 714 Forum building, Sacramento, Calif.

F. A. Rice of Ginn & Company has arranged with the University authorities for the textbook publishers to exhibit books during the summer session in Haviland Hall. About twenty-one companies have reserved space.

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Supt. C. E. Teach
of Bakersfield, California, who was recently re-elected at an increased salary. Superintendent Teach is devoted to his work, and has been successful in meeting the needs and ideals of the rapidly growing city of Bakersfield. He has an able corps of assistants, principals and teachers.

IRISH SCHOOL CHILDREN WOULD LIKE TO CORRESPOND WITH AMERICAN BOYS AND GIRLS

Some time ago a pupil in one of the schools in the State of Washington wrote to the American consul in Dublin, Ireland, Mr. Charles M. Hathaway, asking to be put in touch with some Irish pupil who would be willing to exchange letters. The American consul was interested in the suggestion and so consulted the secretary of the Irish National Teachers' Association, Mr. T. J. O'Connell. The result was that Mr. O'Connell, besides supplying a single name, wrote a paragraph to one of the educational journals of Ireland suggesting the value which such correspondence would have and asking for the names of school pupils who would like to correspond with American boys and girls. The following list gives the first set of names sent in reply. The ages are from eleven to fourteen. Any American boy and girl who would like to carry on such a correspondence is asked to write directly to one of the names in the list, using the address exactly as printed, but adding in each case, "Irish Free State."

Names and School Addresses of Irish School Children Anxious to Correspond with American School Children

SCHOOL—Rushall National School, Mountrath, Leix.
NAME—James Collier; Robert Bennett; Edward Maher; Matthew Larkin; Thomas Hipwell; Edward Perrett; Mary Kirwan; Margaret Bennett; Margaret Sweeney; Bridie Fitzpatrick; Lizzie Fitzpatrick; Johanna MacCarthy.

SCHOOL—St. Mel's College, Longford.
NAME—P. J. Feeney.
SCHOOL—Brackloon Boys' School, Westport, County Mayo.
NAME—Annie Faddin; Nora Kelly; Delia Cannon; Sara McLoughlin; Annie Kevigan; Joseph Nugent; Austin Hoban.

SCHOOL—Lauragh N. S., Kenmare, County Kerry.
NAME—Morty O'Shea; Patrick O'Brien; John O'Shea; Dan O'Brien; Morty O'Sullivan; Michael Healy; Charles Ryan; Michael Driscoll; Con Driscoll; John Sullivan; Timothy Sullivan; Michael Healy; John Healy; Patrick O'Shea.

SCHOOL—Aghlacon, Manorhamilton, County Leitrim.
NAME—Mary Kate Harte; Maggie A. Harte.

SCHOOL—Grove View, Moylough, Ballimasloe, County Galway.
NAME—Pauline and Patricia Hans.

SCHOOL—Strawberry Hill N. S., Dunmore, County Galway.
NAME—Paddy Monagan; Michael Ward; Bernard Rattigan; John Treacy; Willie Burke; James Murphy; John J. Pigott; Patrick Flaherty; Luke Kelly; Tommie Cummins; Paddy Godfrey; Tommie Naughton; Paddy Gleeson; Thomas McLoughlin; James Kilgour; John Roache; James Concannon; Richard Brennan; Michael Comer.

SCHOOL—Cruit Island N. S., Kincasslagh, County Donegal.
NAME—Annie Doogan; Fannie MacBride; Mollie Sharkey; Annie Doherty; Madge O'Donnell; Susan Doherty; Brigid Duggan; Ellen Gallagher; Fannie Doherty; Mary Doherty; Annie Gallagher; Teresa Sharkey; Nora E. Gallagher; Fannie Ann Boyle; Mary Gallagher, Michael Sharkey; Daniel J. MacGettigan.

SCHOOL—Munakill, Manorhamilton, County Leitrim.
NAME—James H. Travers.

Just Published

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SUMMER SESSIONS OF VARIOUS INSTITUTIONS ARRANGED FOR TEACHERS

The **University of California** summer session will open June 23 and close August 1st, 1924.

University of California Southern Branch summer session will open June 30 and close August 1, 1924.

The **State Teachers' College of San Francisco** will hold a six weeks' summer session from June 23 to August 1, 1924.

An unusual feature of the session will be the Department of Creative Education under the personal direction of Mrs. Grace Stanley, State Commissioner of Elementary Education. In this connection there will be organized classes and a demonstration school where the work will be centered on the subjects of music, art, interpretative dancing, effective speaking, and instruction in the elementary school.

Miss Julia Hahn of the San Francisco School Department will conduct courses in Primary Education through lectures, demonstration and practice teaching.

A four-room school to demonstrate individual instruction will be in operation with grades one to eight. After organization this school will be open to visitors throughout the summer session.

The **Santa Barbara State Teachers' College** will hold its regular summer session beginning June 23 and closing August 15. There will also be a shorter course of six weeks beginning June 23 and closing August 1 for those people who cannot stay through the full time and especially designed for the benefit of elementary teachers. The material for the summer session will be drawn largely from the fields of Home Economics, Industrial Arts, Art and General Education, the latter with special reference to the elementary field. The Industrial Arts Department will have a special program of work in the construction of a building on the campus. All plans have been fully approved by the state and the foundation will be ready for frame construction at the opening of the summer session. Many opportunities for interesting week-ends and social affairs will be provided. The three-day trip to Santa Cruz Island is an annual event participated in by the majority of the summer session students. Needless to add, Santa Barbara climate is ideal for summer session work.

The **Chico State Teachers' and Junior College** holds its regular summer session at Mount Shasta (Sisson) from June 23 to August 1.

The grounds are situated a mile north of Sisson on the State Highway and Southern Pacific Railroad. The camp has modern conveniences and offers opportunity for a vacation and education. Meals are served cafeteria style. Students can choose between tents and dormitories. All tents and dormitories are electric lighted.

At this particular session (1924) we are emphasizing Physical Education and School Administration. Those desiring to obtain certificates in either grade or high school physical education activities can get work leading to such certificates in the 1924 summer session. Two instructors will give courses in the theory and practice of physical education activities. Mr. Acker of the local school will present the theory and practice involved in football, basketball and track athletics. Miss Furuset will present games and plays for elementary schools and the administration of physical education in high schools. We have been fortunate in that Superintendent Whaley of Pomona is to present a course for those desiring to enter work as principals or superintendents and a second course in supervision of teaching. Mr. Whaley will be ably assisted in this course by Miss Blackmore, who will conduct a demonstration school in one of the buildings on the grounds.

The **San Jose State Teachers' College** will hold a summer session under direction of Dr. George E. Freeland, from June 23 to August 1.

The San Jose State Teachers' College is maintaining a summer session in order to meet the needs of—

1. Teachers who desire to keep in touch with the latest thought and practice in public education and who may be losing some of their enthusiasm for teaching and desire the stimulation of contact with other teachers and leaders in the profession.

2. Those who wish to qualify with the State Board of Education for teachers' credentials, but who are required to present a transcript of record showing that they have completed at least six units of professional training in a California teacher-training institution (California School System and School Law, 2 semester units; Education for Citizenship, 2 semester units, and United States Constitution, 2 semester units, are usually included in the above requirement).

The **State Teachers' College of San Diego** will hold a summer session, beginning June 30, under direction of President Hardy. Teachers will be interested in the following special lectures:

H. C. Johnson, M.A., Civic Education. Superintendent of City Schools, San Diego.

Ada York, School Law and Administration. County Superintendent of Schools, San Diego.

Lucile Czarnowski, A.B., Physical Education. Instructor, Physical Education, Berkeley, California, High School.

Alice Foster, M.A., Geography. Assistant Professor of Geography, Mount Holyoke College.

Gerge M. McBride, Ph.D., Geography and Geology. Associate Professor of Geography, University of California, Southern Branch.

Percy A. Martin, Ph.D., History. Professor of History, Stanford University.

Elsie A. Pond, M.A., Education. Instructor, Tempe Normal School of Arizona.

Martin H. Trieb, A.B., Physical Education. Former Instructor, University of California.

Zorah Huddleston, Nutrition as an Educational Problem. Nutrition Educator for the California Dairy Council.

The **Humboldt State Teachers' College of Arcata**, under direction of President Van Matre, will hold a summer session beginning June 25. The announcement says, "Where you will be cool and happy, invigorated and inspired." Courses are offered in many branches.

The **Sierra Summer School**, regular summer session of the State Teachers and Junior College of Fresno, Calif., will be held at Huntington Lake from June 30 to August 8, 1924. C. L. McLane is president and W. B. Givens dean of the State College summer school.

The summer session is held at Huntington Lake in the Sierra Nevada, some seventy miles northeast of Fresno. The site is leased from the United States Government, it being in the midst of the Sierra National Forest. The elevation of Huntington Lake is 7000 feet above sea level and the site of the school is one to two hundred feet above the surface of the lake. The view to the northward presents a scene of wonderful grandeur, with the lake in the immediate foreground, and snow-capped Mount Kaiser, rising to a height of 10,300 feet, its lower slopes covered with a virgin forest of pine and fir, gives the picture an inspiring background. To the south can be seen the heavily wooded slopes of Big Creek Canyon.

Special lectures and many interesting courses are offered.

The **California School of Arts and Crafts**, Berkeley, 2119 Alston Way, during its summer session offers many unique courses in art and also courses in Constitution and Public Education by Grace Stanley.

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The Children of the Los Angeles Schools Have a Practical Lesson in Drawing—Why Los Angeles Needs a $34,000,000 School Bond Issue

One cannot drive very far without having forcefully brought to his attention the fact that a large proportion of Southern alifornia is in the process of being subdivided. Large communities have sprung up where two years ago there were but barely fields. Southern California is not only the land of sunshine and flowers, but it is also the land of children. At the present time more than 20,000 children are crowded out of the Los Angeles city schools half the day. This would make a line more than six miles long, not to mention the hundreds of children who are out of school entirely because of lack of school facilities in their districts and because of the great distance to the nearest school. The Los Angeles city schools have increased approximately 30,000 in average daily attendance this year. Average daily attendance means that every school day there are actually present in a school the number mentioned. This differs from the somewhat confusing enrollment figure which represents all the children who have been on the register of a school during a certain time mentioned.

The building program in Los Angeles has been carried on with a view to the utmost economy. All auditoriums in elementary school buildings are constructed so that they are used during the day for school rooms. No gymnasiums are built in elementary schools. while in other parts of the country both auditoriums and gymnasiums are constructed. With us, the physical education in the elementary schools is very largely carried on outside of school buildings. The school buildings of Los Angeles are designed so that additions may be made without tearing the original building to pieces. Thus far only two small buildings have been destroyed, which buildings were in such condition that they could not be moved for further use.

Susan M. Dorsey and her able assistants have the confidence of the people, and the bonds will be voted June 3rd. It will be the largest school bond issue ever put over in California. Bruce Findlay, who has had charge of publicity, has issued the kind of information that appeals to the sensible voter.

Superintendent Louise Clark held her trustees' institute at Santa Rosa, Friday and Saturday, May 23rd and 24th. Superintendent Roy Cloud was the principal speaker.

Mr. D. C. Barnett of the Rio Vista High School has been elected principal of the Half Moon Bay Union High School, to succeed Guy Roney, who has been elected at South San Francisco.

John McCallan, the well known notary public of 34 Montgomery street, San Francisco, is secretary of the Humboldt County Club. Saturday, May 17th, 1924, a reunion of all the Humboldt county people around the bay was held in San Francisco. Brete Harte, U. S. Grant, Judge George Cabaniss, C. A. Murdock, Judge Haven and George A. Knight are a few of the well known names of people who once upon a time lived in Humboldt county, Calif.

JUST PUBLISHED

Modern Methods in Teaching is a new book by Superintendent H. B. Wilson of Berkeley (joint author with Ruth Thompson of The Modern School Readers), Geo. C. Kyte of Washington University, and Herbert G. Lull, Kansas State Teachers' College. . The book is published by Silver Burdett & Company. Before the first edition was completed the book was adopted by the Ohio State Board of Education for its teachers' professional reading circle. It is a book that will mark a new epoch in educational books. It is a book for the classroom teacher. It contains an unusually large number of examples which illustrate all phases of teaching. These examples are taken from records of actual practice.

NEW BOOKS IN PRESS

The Harr Wagner Publishing Company announce as ready for publication, **"Patriotic Writings for American Students."**

For classes in patriotic literature in connection with the first two years in English in High Schools. Edited by Merton E. Hill; 400 pages. Price $1.50 cloth, $1.12 velmet.

An About-Face in Education, by Adelia Samuels, with introduction by Grace Stanley. Price $1.50 cloth.

The Modern School Readers, by Supt. H. B. Wilson of Berkeley, and Ruth Thompson, author of "Type Stories of the World for Little Folk," "Comrades of the Desert," and "Our Neighbors Near and Far." The plan of The Modern School Readers was worked out in the University of California, and represents the contribution reading should make to the various phases of social efficiency. Modern School Primer 65c, Book One 70c, Book Two 75c, Book Three 75c.

These books will be ready by May 1, 1924.

For further information address

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SCHOOLS OF TULARE COUNTY

By Esta Aulman, General Supervisor

Two years ago, when the law which created the Emergency Supervision Fund for the benefit of the rural schools of this state became effective, the county superintendent of schools of Tulare county, J. E. Buckman, hesitated slightly before instituting any such work, finally beginning in a modest way so that the general public might gradually become accustomed to the idea. This gave the county superintendent an opportunity to find out just what the public wanted, for, as soon as the people were informed concerning the law, they asked for the thing they wanted or needed most.

As a result rural supervision in the schools of our county has met with almost universal approval of both the teachers and the patrons.

Music

The way had been paved more or less for music owing to the fact that several adjacent districts had previously engaged the services of a music teacher who came each week to teach music in their schools. At that time this was financed by a special tax levied by the trustees of the respective districts.

The popularity of this work and the demand for it in other districts resulted in the county superintendent engaging the services of this music teacher, together with others, the number being gradually increased until we now have five, to do this work in the rural schools of the county.

These teachers visit the schools on a certain day, at a certain hour, each week. They teach the music and leave an outline to be followed by the regular teacher until they return the following week.

About 95 per cent of the schools in Tulare county are served thus. Those situated in the low hills at long distances apart are visited alternately, while the very few located in the most remote places do not receive the music, but are given other things instead. The geography of our county—the eastern half being hills and mountains and the western half being plains—makes long trips into the mountains for this work inadvisable.

Visual Education

We have been pioneering to a certain extent along the line of visual education. We have an electrically equipped DeVry machine with which educational films, secured from the University of California at a nominal cost, are shown in all wired school houses some time during the year. Since these films can be shown only in wired buildings, the pupils of a school whose building is not wired are sometimes transported by the teacher and parents to a neighboring school where the pictures are shown.

We serve a great many Parent Teachers' Associations, Farm Bureaus, Tuberculosis Associations, and are subject to call at any time. The use of the machine is offered free of charge to any of the churches of the county.

This work requires only part of the time of one supervisor; the remainder of his time is spent in supervision or office work.

Attendance Work and Physical Education

Part of the time of another supervisor is spent in attendance work. The remainder of his time is spent in inspecting the school premises, the sanitary conditions of the schools, consulting trustees whenever necessary, and seeing that the physical education outlines, which were issued from the state and county offices and distributed amongst the teachers at the opening of schools, are followed. His salary is paid partially from the Supervision Fund and partially from the County Unapportioned Fund.

Manual Training

Manual training has been introduced in an experimental and very modest way into the rural schools comprising one of the union high school districts. The high school equipped a portable shop carrying a few of the more expensive tools not found in the meager shops fitted up in a shed at each school house. The instructor gives half his time to this work and half to work in the high school; consequently, he receives his salary from two sources.

This service is extended to all boys of the upper grades and to the overgrown boys of the lower grades. Should one school have only one upper grade boy, he is taken by the instructor to the adjoining school, where they all receive this instruction at the same time. In this way much time is saved.

The girls are given sewing or basketry while the boys are having manual training.

General Supervision

On September 15th, the teachers of the one and two-teacher schools were asked to meet in Visalia to talk over school matters; on September 22nd the teachers of three, four, five and six-teacher schools

After Graduation—What?

To Superintendents, Principals, Supervisors:

STUDENTS about to graduate from your high schools are already counseling with you as to what College or University to attend after graduation. What is their bent? What is to be their profession or calling? Besides giving courses for general culture, each college emphasizes certain subjects. You will perhaps advise one student to enter the University of California; a second to enter Stanford; another, a law school; a third, a medical school and so on.

SOME of the professions are crowded; not so, with the Art Professions. There is a constant demand, at attractive salaries, for good Designers, Illustrators, Poster and Commercial Artists, Interior Decorators, Craft Workers in the Metals, Wood, Textiles and Pottery and Supervisors and Teachers of the Arts, Crafts and Household Arts.

SURELY you have students interested in Art as a life work. By all means suggest to them that they consider entering the California School of Arts and Crafts. Here they may secure four years' training for selected Art Professions. This training is available to three professional schools, each of college rank

1. **The School of Applied Arts,** leading to the Degree of Bachelor of Design or Bachelor of Arts in Applied Art.
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3. **The School of Education in Arts and Crafts,** leading to the degree of Bachelor of Education in Arts and Crafts.

Consult the Catalog recently sent you for details of the many courses given. Additional copies of Summer Session Catalog and of Catalog for Fall Term will be sent you on request.

Fall Term Opens August 3.

Summer Session June 23 to August 1.

30 Art and Craft Courses given during the Summer Session. Many teachers are registering for the Special Courses in Constitution and Public Education in California (including School Law) to be given during the Summer Session by Mrs. Grace C. Stanley, State Commissioner of Elementary Schools.

Write for Special Summer School Catalog.

F. H. MEYER, Director

California Association of Teachers' Agencies

PLATFORM

The purpose of the California Association of Teachers' Agencies is to enhance the value of the service of teachers' agencies to educational institutions and to teachers.

Teachers' Agencies are an educational necessity as a means of bringing into contact the purchasers of teaching qualifications and those who have such qualifications to sell.

They stand for the idea of recommendation based on record interpreted in the light of judgment and experience. Our constant effort is to further the cause of education.

Our very existence depends on the value of our work to the educational public. The moment we cease to be of service, that moment we cease to exist. Our entire aim is, therefore, to render increasingly valuable service in every way, in amount, in quality, and in professional value.

The attempt, originating outside of school circles, to arbitrarily dispose of Agencies by limiting their commissions, was defeated by the decision of the California Supreme Court, announced February 26, 1924, that such a law was absolutely unconstitutional.

Signed, by

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The Supreme Court of California announced on Feb. 26, 1924, the unanimous decision that the law limiting the amount of commission was absolutely unconstitutional.
E. C. BOYNTON
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517 Brockman Building TRinity 3064 Los Angeles, California

were asked to meet for the same purpose. Although attendance at these meetings was not compulsory, there was almost one hundred per cent attendance, and from all reports the meetings were very beneficial.

On these days suggestive programs were distributed, as were also outlines in language, number work, and physical education, material concerning thrift, fire prevention, geography, registers, and report cards. Art outlines followed later by mail.

The forenoons were taken up with announcements and discussions concerning the year's work, recent legislation, and school policies to be pursued. The afternoons were devoted to informal round table discussions, where subject matter was taken up in detail. By this method, the schools all began with the same information and material—thus making the work over the county more uniform.

It is our intention to hold other and smaller meetings in various centers during the school year; also to have the general supervisor meet with the teachers of the various sections of the county in different towns on certain Saturday forenoons each month to talk over the work and discuss new ideas or materials.

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ALASKA

A VACATION AFLOAT IN NORTHERN WATERS

By Geraldine Sartain

(Editor's Note.—This travelogue, written by a San Francisco newspaper woman who took the Alaskan trip this summer with a friend, will give teachers the information they wish to have regarding a vacation trip in the Far North. Teachers who are considering such a trip will read of the delights in store for them. Those who wish to escape the routine duties of life will find they have discovered exactly the trip to take, according to this account, which will run for several months in the Western Journal of Education.)

(Continued from last issue)

"Skagway! Oh, great Skagway, have mercy on us," cry the Indians today when frightened at the merciless sweep of the chill north wind down the White Pass.

Native legends tell us Skagway was a beautiful maiden who fled from her lover into the icy pass and was frozen. Her spirit still sends back the cruel blasts from the snowy fastnesses back of Skagway.

Yes, we were in Skagway—that gateway of romance—the door that leads to the magic beyond of the Yukon, Dawson and the Klondike. Call up your memories of the gold rush days of '98, as the steamer "Queen" threads her way up the Lynn canal and docks at Skagway. Look up at the background of wooded and snow-capped mountains encircling the peaceful little hamlet, AB mountain with its curious snow letters "A B" standing out boldly; the Bear, rising grandly 6,000 feet skyward.

Through the town we went eagerly—a town vastly unlike the wild Skagway of '98 that we have read so much about—broad, grass-grown streets, neat little frame houses with their inevitable flower gardens, for Skagway is the Flower City of Alaska.

Ruth and I stopped and exclaimed over the lovely dahlias, some of which we found on our tables on the "Queen" that night, for the chief steward had taken the opportunity to replenish the flower vases here in this land where one might expect to find snow and barren waste.

It's a dejected little village, we decided, but quaint and full of promise, and we hurried to the Pullen House under the careful wing of Jack Bradt, the purser, who had told us we must not fail to meet Mrs. Pullen, one of the most remarkable characters in all Alaska.

Very shortly we were presented to Mrs. Harriet Pullen, whom we met on the main street—Broadway, if you please. She took us to her home—the finest, most modern, unique hostelry in the North—an inn where all the famous men of Alaska's history have gathered to partake of Mrs. Pullen's delightful hospitality and her famous apple pie.

Tall, handsome still, despite her 60 odd summers, this woman of Alaska's glorious days stands the connecting link between the rugged miner, who mushed over the White Pass in '98, and the modern today.

Soft-voiced, gentle as a child, Harriet Pullen unfolded her history. In our astonished ears rang words that tell us this well-bred woman drove a six-horse team over the frozen trails of the White Pass in the gold-rush. She, freighted with rough, red-shirted men, driving by day and baking her tempting dainties by night. A widow with three small boys, she cared for them, working and scrimping until finally the foundation stones of the Pullen House were laid. She was respected and loved alike by the sturdy honest miners and by the smooth, oily-tongued gamblers, who followed the call of Fortune to the Land of the Midnight Sun.

In Mrs. Pullen's huge, glass-enclosed and fireplaced living room is a curious collection. On every side are pots of flowers, shrubs, golden-throated canaries and love birds, great branching antlers, and below are the faro tables, roulette wheels, crap tables, and other gambling articles from "Soapy" Smith's old place.

"Soapy," said Mrs. Pullen, "was Skagway's bad man. He was the mayor and all the town officials, and he ruled with a gang of cutthroats, who robbed and murdered, plundered and terrified. Finally the good element arose and he was shot," and standing with upraised hand and staring eye Mrs. Pullen relived again Soapy Smith's murder by the "good Frank Reid," and the dispersing of his outlaw gang.

Later we strolled up the pathways to the graves of Soapy and his slayer, who was himself shot by Soapy after discharging his bullet into Soapy's body. The visit to the two graves is made by all tourists, as is a call at Mrs. Pullen's museum, should she be disposed to allow entrance on that day.

Such brilliant sunshine the next morning! Such a snap and tang to the air!

Hurrying into our warmest wraps, we were off for the White Pass and Atlin district via the White Pass and Yukon Railway, that winds its way lazily through Skagway's principal thoroughfare, while the populace at large wave farewell from its shop windows.

Up and up we go on that remarkable piece of engineering skill—the railway that connects these snowy heights above with placid Skagway. Ruth and I gazed out entranced—backwards, the calm stretch of Lynn canal, and ahead of us the path of the gold-seekers. Over this pass twenty-five years ago struggled thousands on foot and by dog team. Crosses here and there along the route show us where men fell never to arise again, and were interred in the wilderness by their comrades, who needs must hurry on towards the Klondike.

We were climbing a 4 per cent grade, hewn out of solid granite; immense boulders were on either side, giant glaciers off in the distance on the sides of glistening peaks. A shrill blast of the engine's whistle! The train stopped. We were at the summit, in Canadian territory for the first time on our trip.

One of those tall, handsome men, in scarlet coat and gold buttons, whom every movie fan recognizes instantly as a member of the Royal Canadian Mounted Police,* boarded the train, accompanied by a Canadian immigration officer. The real young girls of the party started nose-powdering and primping. This was a thrilling adventure—a first-hand meeting with one of these noble looking defenders of the King. We all stirred and craned our necks for a view. They came through then examining our tickets. Seemingly all was well, for the train let us off at White Pass station to see Summit Lake, that small pond out of which twin streams flow.

One is destined to be the mighty Yukon, and we looked in wonder upon that baby stream that turns its course so bravely north and west, headed for the Arctic Ocean 2150 miles away, while its tiny sister stream steers directly south to fall into the Pacific Ocean, but 20 miles distant.

(To be continued.)

Roseville High School

The Roseville High School is representative of our fine type of school buildings and it has the special feature of having had all the interior finishing done by the students of some department of the school. The tiling of the fireplace, for instance, was done by the pottery department. Mr. Edward W. Locher, the principal, believes that his school should be of substantial practical value to its community as well as provide the cultural education.

The agricultural districts surrounding Roseville are studied with interest and enthusiasm. An agricultural building has been added. The course is on the Smith Hughes basis, as are also the carpentry, auto-mechanics and machine shop practice. Mr. Locher is planning to introduce a supplementary course in fruit packing open to students and adults. He also started an apprentice school for part time students in the employ of the Southern Pacific shops. This work is carried on by J. W. Hansen.

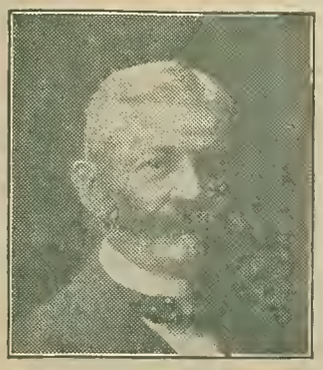
The high school is situated on a slight rise of ground, which makes possible a landscape gardening project for the students. The drive, approach and steps were designed by Robert Cryder, a student in the drafting department.

Particular emphasis is placed upon the deanship work among the girls. Miss M. Sulllivan, the dean, has an especial gift for this type of work.

Perhaps the most ambitious and successful work of the students is their junior chamber of commerce. Through this medium they have undertaken a tree planting campaign to line the highway with trees for several miles, have put in a lyceum course, handle each year the sale of tuberculosis seals and run a thriving employment bureau. The students of this school are a very earnest and hardworking group, with ideas and ideals, and Mr. Locher has reason to be proud of the young citizens he is turning out.

Saturday, April 12, the trustees and teachers of Sutter County met in Masonic building at Yuba City for an all-day convention. County Superintendent Mrs. Minnie M. Gray secured as the main speaker of the day Hon. Will C. Wood, state superintendent of schools. William Hanlon of Contra Costa County was another speaker.

*Formerly known as Royal Northwest Mounted Police. The name was recently changed by Parliament.



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State Kindergarten Report

All but fifteen of the counties in California have established kindergartens in connection with their public school system, according to the last annual reports submitted to the Superintendent of Public Instruction. The counties which last year had no kindergartens are all in northern or central California. The population of the fifteen counties in 1920 was 114,552 and the assessed valuation of their properties last year was $194,849,907.

The same counties contain 486 elementary school districts and 31 high school districts enrolling 18,432 elementary pupils and 5,221 high school pupils. During the last school year these counties spent a total of $1,746,000 on their elementary schools and $1,357,000 on their high schools.

According to A. R. Heron, assistant superintendent of public instruction in charge of statistics, the largest of the counties which had no kindergartens last year, Monterey county, has established them during the year 1923-24. Heron points out that the complete cost of the kindergartens, including establishment and maintenance, must be borne by the local district. Although kindergartens are a part of the public school system of the state, no provision has been made for state aid to them. Establishment of a kindergarten, therefore, means that the local taxpayers have decided this additional educational opportunity should be provided by them, although it receives neither state nor county aid.

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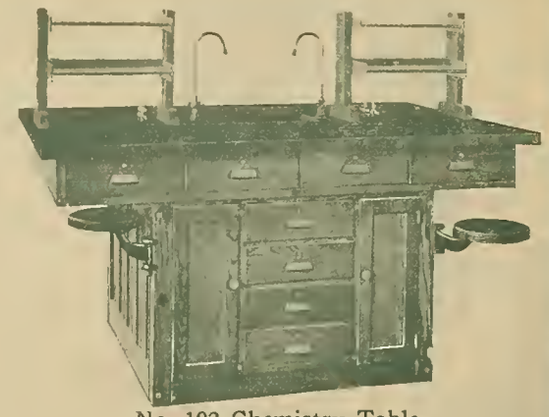

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JUNE, 1924

DR. FREDERIC L. BURK

Born in Blenheim, Canada, September 1, 1862. Died in San Francisco Thursday, June 12, 1924. An educational leader, not a follower. See tributes in this issue by Dr. David Starr Jordan, A. B. Anderson, Dr. E. C. Moore, Mrs. M. M. FitzGerald, Alice Rose Power, C. C. Van Liew, Harr Wagner, James B. Davidson, and James M. Malloch, etc.

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TRIBUTES TO FREDERIC LISTER BURK

By David Starr Jordan

Frederic Lister Burk was one of the pioneer students of Stanford University in 1891. As he had already a degree from the University of California, he was more mature than most of the group engaged in establishing Stanford traditions, and in 1892 he was granted the degree of Master of Arts; continuing his work at Clark University, he received the degree of Doctor of Philosophy, his specialty being the philosophy of teaching and the method of applying it. He attracted attention from the first by his opposition to conventional practices, and especially to the lazy tendencies to "standardize" the human mind. Mr. Burk was successively superintendent of schools at Santa Rosa and Santa Barbara, becoming in 1899 president of the newly organized State Normal School at San Francisco. Here it was possible for him to put into practice his advanced ideals as to education. In 1899 he became president of the State Teachers' Association, and later chairman of the California Council of Education. In 1922 he was sent as a delegate to the Pan-Pacific Conference on Education at Honolulu, an important gathering in which nearly all nations which touch the Pacific Ocean were officially represented, and which in a degree opened the way for agreement at the Washington Conference which followed after. At this meeting Dr. Burk's influence was exerted for international peace, and a general conclusion was tacitly reached, that if the nations could not educate for peace it was hardly worth while to educate at all.

Dr. Burk was the author of various magazine articles on Education and related matters, the most extensive being "A Study of the Kindergarten Problem."

By Mary M. FitzGerald

In 1898, when Dr. Frederic Burk was president of the California Teachers' Association, it was my privilege to serve as secretary. Thus began a lasting friendship and admiration. This great scholar and fine gentleman, always helpful and unassuming, a tower of strength in all his activities, was a dominant factor in directing the trend of education in our state. His personality was remarkable. He had the blessed gift of vision, loyal devotion to his friends, steadfast adherence to his ideals as citizen and educator, indomitable courage in carrying out his convictions, a rare sense of humor, and a breadth of human sympathy and understanding granted to but few. Though his passing is an irreparable loss to our community, his work will long continue to be an inspiration to those who came within the radius of his influence.

By Charles C. Van Liew

In the death of Dr. Frederic Burk the schools of California, if not of our country at large, have suffered a great loss. That loss will be felt keenly by all who are engaged directly in school work and by those whose lay interests in education have kept them informed. For Dr. Burk was a personality that inspired, a force that could not be ignored, an institution sui generis. And with all his rugged, independent traits he was a man of love.

It was not without peculiar fitness that the newspaper sketches of his life all made special mention of "individual instruction" as the keynote service of his life. It was a symbol of his life. He came to point that way as naturally and inevitably as the compass points northward. Few men have understood the psychology of the crowd as well, yet remained so thoroughly individual. As "individual" he put a special meaning into those lines of Henley—

"I am the master of my fate,
I am the captain of my soul."

It was doubtless this fidelity to individual powers, ideas, and the urge to test both old traditions and new gospels, that took him out of school work for a time, and sent him, despite the fact that he was already a university graduate, to Clark University. It will be remembered that in those days Clark University was individual, calling for a new educational dispensation. But when Dr. Burk returned to school work in California his position was never based on being a Clark University graduate. He simply addressed himself to the problem of good school keeping, especially as related to training teachers. He never lost interest in such work as that accomplished under Dr. G. Stanley Hall, but he held strictly to the right, the necessity of individual, independent judgment.

So he set about those labors for which for many years the San Francisco State Teachers' College was known, testing and formulating a standard of essentials in elementary school subjects and developing the best methods for their instruction. He refused to lock-step with tradition and insisted that the times called for a free, experimental review of the whole field.

It cannot be said, however that Dr. Burk ever ignored what was going on elsewhere. There were few men so well read and versed, not only in current educational thought, but in all the contributions to the aid of sciences, to education, biology, psychology, physiology, history. He always manifested a very strong interest in all those researches that threw light upon the innate, the instinctive qualities in human nature. He sought, in a word, some knowledge of the individual endowment of the child. By way of these two problems, then—the problem of special method and the problem of individual endowment—he came to their union in the problem of individual instruction. Therein he has set the goal for educational effort for many years to come, because the great need for individual instruction will always impress both thinking teachers and thinking parents. The problem is distinctively American, because with us the individual is institutional. Very well! Then Dr. Burk was, both spiritually and practically, peculiarly American. A place of honor in the history of American education is his by right of having lived it.

The writer was for eleven years associated with Dr. Burk on the State Board of Education, when that body was a professional and not a lay body. He can heartily testify that Dr. Burk was never a compromiser, where his convictions were at stake. He never programmed, never lock-stepped.

It was just this individual freedom that he would not sacrifice which made constructive service possible. School people owe a great deal to a man who has taught that lesson. American achievement has always been assured when Americans have stood on their own feet. We must always appeal from the complexity and charm of European culture to an American culture of our own, from European institutions to our own. The educational garments of tradition must give place to garments that fit the needs of our children in our day and our place. True, the East is our connecting link with world history. But there is a West. Let there be light from all our universities, but no worship of the "ex cathedra." Not the gospel of non-conformity, but the gospel of sane, honest, constructive individualism.

By James A. Barr

I knew Dr. Burk intimately for near two generations. I knew him as a newspaper man, as university student, as superintendent of schools in Santa Rosa and Santa Barbara, and in his last great work as president of the San Francisco Teachers' College. As young men, we trained together; as older men, during these many years, we have continued to "break educational lances by letter, at conventions and during visits back and forth.

I was elected superintendent of the Stockton schools in 1891. Dr. Burk was called to Santa Rosa the year following. Both of us had about the same problems. Hardly a month passed that the troubles of each (and they were many) were not in some form submitted to the other.

To us in Stockton, Santa Rosa was an advanced educational laboratory. I shall never forget visits I made to his schools to see at first hand his radical changes in material and methods. Many of the Stockton teachers went to Santa Rosa to make careful study of the class-room work. All returned with worth-while material and filled with enthusiasm for the newer education that Burk stood for. The Stockton schools, in common with other schools in California, owe much to him for inspiration and leadership in those early days of breaking away from the educational traditions of the past.

In those days it was a common saying that he always had an educational "chip on his shoulder." It was a joy and an inspiration to hear him at an institute or other educational gathering, especially if he had not prepared his talk. His talks were always "straight from the shoulder," always aroused enthusiasm, always resulted in provoking thought.

His work in Santa Rosa and Santa Barbara proved to be the best possible preparation for his last and greatest work as president of the San Francisco Teachers' College. Before going to San Francisco he had had opportunity to test many of his theories. With his strong convictions, he held fast to those that were good and still further developed them to the betterment of the schools of California and to the cause of education in general.

It must remain for better pen than mine to speak of his educational philosophy. As one who knew him through the years as friend, schoolmaster, counselor, it is my more humble province to give my word of tribute to him as a man who inspired all who knew him to seek for better things in education. He did a great work in California and began at a time when aggressive leadership was needed.

By Archibald B. Anderson

Through the death of Dr. Frederic Burk the San Francisco State Teachers' College loses a great president and the state and country a virile educational thinker. A man of boundless energy and tremendous will power, for over thirty years he gave himself unstintedly to the cause of public education with a persistent optimism and hope that through those efforts this earth might be made a better human habitation.

He was a great teacher and was able to stimulate others to thought and action. Not only did his influence reach the students of the institutions he administered, but the faculties of the different institutions he headed came under the spell of his great leadership and learned from him that very rare human quality of translating thought into action. This teaching ability made him an inspiration to children as well as to adults. No matter what the subject under discussion might be, he had the ability to stimulate his hearers to quickened thought and rouse in the mind mental exhilaration. I have seen a class of high school pupils all aglow waiting for him to start the lesson, and I have watched members of a teacher college faculty hurrying to lay aside routine duties in order to get to a room where he was scheduled to do some lecturing or teaching.

His ability as an executive will be readily recognized when it is remembered that he administered a growing teacher training institution under almost impossible housing conditions; and a note of pathos is added in the fact that just at his passing the institution which he loved and for which he worked so strenuously completes the first unit of a new building program.

He brought to teacher training a stimulating point of view. He thought of the schools and education at all times in relation to a busy, throbbing world, and he wanted to train teachers who were able to teach boys and girls life. "Teach them life that they may be living men among the living."

His conception of democracy and the relation of education to democracy is contained in the Ritual of the Guild Service of the college. "The master key of democracy plainly is an education, not to enable might to seize for man dominion over fellowman, but to establish justice, that human motive be cleansed of selfish greed, that oppression be lifted from the weak, that right shall rule over all the earth."

Not only did he believe in democracy, but he practiced and preached in season and out the idea of true and heartfelt service. It was the keynote to his ideas of teacher training. He saw teaching as a great missionary work carried on only by people whose hearts were in the work. In carrying out this ideal of service he evolved and developed the Guild Service, hoping that through this students in training might be stirred by the Ritual to higher ideals of service to womanhood, childhood, and the State.

A great leader has left us, but may we not take hope from that inspiring quotation, "There goes out from the man who means execution a spirit which outlives the most untimely ending."

By Alice Rose Power

The principals and the various boards of education of San Francisco always found in Dr. Burk's leadership an aggressive policy that was fundamental in developing wide-awake teachers. Hundreds of graduates of the State Teachers' College of San Francisco are doing splendid work today in our elementary schools. Dr. Burk's vigorous and individualistic personality inspired in the students the real spirit of the teacher. His passing is a distinct loss to the San Francisco schools, as well as to the state and nation.

By James B. Davidson

There was only one Dr. Burk. He is no more. He created a place in education. Now that place is vacant and it cannot be filled. None are left with his usefulness, his devotion, his tireless zeal, his bigness of outlook and intensity of purpose.

Most clamber for individual success—promotion, pay, adulation. He was above these. He lived for truth and strove to overtake it.

Whatever appeared to him to be sound and true he espoused without hesitation, tried it out, weighed it, and, if it stood the test, adopted it unreservedly, rendering due credit to its author and originator. If it did not test up he rejected it openly, frankly, abruptly — sometimes even ruthlessly. He lived in an academic, even forensic, atmosphere and never seemed to understand why men who would be great and wise felt hurt when their theories and beliefs were questioned or assailed. It was always a pleasure for him to defend his own positions and he could not understand why others could not find pleasure in the same way.

He was possessed of a splendid constructive imagination out of which he built up the splendid normal school at San Francisco. It was new among teacher training institutions in structure, in design, in purpose. In conception it was a technical school and its work was to inspire its graduates with a sense of responsibility, a spirit of devotion, and a realization of the importance of their chosen profession.

IN MEMORIAM

California mourns the passing of Frederic Lister Burk, president of the San Francisco State Teachers' College from its foundation until the date of his death. The loss to education occasioned by his demise is no ordinary loss. Wherever thinking men gather for the discussion of the shortcomings and possibilities of education, the silence of Dr. Burk will, for many years, be a subject for comment and regret. For Dr. Burk was recognized in Europe and in the Orient, even more than in America, as a leader in educational reform. 4

At a time when crowd-thinking was the rule, Dr. Frederic Burk dared to be the exception. In all his life he sought the truth and the principles of life rather than the approval of his fellows. Like Jacob of old, he wrestled with any stranger he met until he got whatever blessing he had to bestow, then passed the blessing on without money and without price to those who felt the need of it. However, no plan or purpose ever was expressed by him that did not bear his individual stamp. For Dr. Burk was individual, unique in character, a man who preferred to stand alone. He was a challenger of accepted opinion in educational matters. He sought to uncover the basis of such opinion, to analyze the reasoning on which the opinion was predicated, to discover the truth or falsity of the opinion itself. Like Socrates he was a questioner. He did not accept the established order as divine.

He built up an institution that is unique. It is not like any other teachers' college in America. It could not be, because it is a reflection of Dr. Burk and his philosophy of education. It stands for individual training. It seeks to preserve the best in the old-time school and combine it with the new. Dr. Burk sought to give genuine equality of opportunity by devising a plan whereby each pupil in the training school should progress as fast as he could according to ability and inclination. He inveighed against the "lock-step" in education,—that vicious and un-American system which chains the weak with the strong, the dull with the bright, the dolt with the genius, the lazy with the ambitious, the quick with the dead. And he actually endeavored to achieve a solution of the problem. He was too sincere to see and define a problem, then fail to do anything about it. Letters to me from England and elsewhere inquiring about his school show that his work was not wasted even though some of his neighbors may be inclined to question the results of it. "A prophet is not without honor save in his own country."

Dr. Burke's life song was a medley rather than a one-theme, one-key solo. He changed the tune, the time, the tempo, the key, whenever it seemed to him proper to do so. Sometimes this disposition to change brought him into conflict with his fellows who couldn't follow him. However, there ran through the song a sincerity that could not be challenged. It was the song of a man who was not afraid.

Dr. Burk has passed on, but his work will live. Throughout the future, the individual pupil will have a better chance because of the work of Dr. Burk. Achievement of immortality of this kind is indeed worthy of a devoted man. For Dr. Burk a grander requiem will be chanted in the years to come.

WILL C. WOOD.

The school was a great success. The influence of its work was not confined to the bay region, nor to California, nor to America. The spirit of the institution will live and the record of its achievements prove an ever growing monument to the memory of a great schoolmaster.

By James M. Malloch

When I read of the passing of Frederic Burk I recalled the words of Longfellow, "Great men stand like solitary towers in the City of God." Frederic Burk was great in his individuality and in his determination of purpose. He stood out among men refreshingly distinct. There was only one Dr. Burk. He saw clearly the defects of the public school system and gave his life to the development of an educational procedure which he believed would correct those shortcomings.

What's in a name? The name of Frederic Burk stands for motivated individual instruction. Individual teaching became a part of his very soul. No educational theory, however new, was ever sufficiently alluring to draw him away from his ideal.

He maintained his purpose through a long career in public education and stepped into the vestibule of the everlasting—

"Life's work well done,
Life's course well run,
Life's crown well won,
Then comes rest."

Frederic Burk has joined the choice company of old comrades in California education who gathered before him at the river where bright angels' feet have trod. With unaffected sorrow we bid him farewell.

"We shall weep and we shall miss him,
There will be one vacant chair,
We shall linger to caress him
While we breathe our evening prayer."

By Harr Wagner

Dr. Burk was born September 1, 1862, in Blenheim, Canada. He graduated from the University of California in 1883, from Stanford University in 1892, and from Clark University in 1897. He was city superintendent of Santa Rosa in 1892, Santa Barbara in 1898, and president of the State Teachers' College, San Francisco, from 1899 until his death. He was one of the chief organizers of the California School Masters' Club, the Commonwealth Club, and the committee of one hundred citizens to reorganize California's school system.

The above is a simple narration of a few facts in reference to Dr. Burk's active life. However, back of these facts and above them is the memory of his genial personality, his vigorous intellect, and his aggressive and sometimes dogmatic educational force.

He was never what you would call a popular speaker. His methods were too radical for the average teacher, and his condemnation of standardized pedagogy was so severe as to almost shock his hearers. His articles in the **Atlantic Monthly** exposing the old-time method of teaching philosophy in the normal schools gave a new viewpoint. These articles were based on actual visits to and observation of classroom methods. They opened the way for the laboratory method of thinking and placed forever in the discard the arm chair philosophy.

For twenty-five years Dr. Burk and the writer were autocrats at least once a month at some down-town restaurant where each one of us discussed men and measures of the educational world with great frankness. Dr. Burk had a keen sense of humor. He always criticised my activities because I usually supported the "underdog," "the man who was down and out," etc.; but I knew that his evident lack of sympathy for the man who fails was largely an assumption. He had, however, a kindly, humorous outlook on life. The late D. R. Augsburg wrote to him from Chicago for a recommendation. Dr. Burk wrote the recommendation, read it over, and then said: "If Dr. Augsburg is as good as I say he is in this letter, then I should have him for this institution." And he at once wired Dr. Augsburg an offer which was accepted.

For many years, while on the State Board of Education, in the press, personally and officially, he criticised textbook publishers and representatives. And yet his suppressed desire was to be a textbook publisher. He was seemingly inconsistent in his criticisms. This state holds a fine record in the textbook business, for there has never at any time been any public school scandal based on facts in the promotion and adoption of books.

In the first years of his work as president of the State Normal he selected the most promising young men in the West, and gathered about him a faculty composed of such men as Dr. Suzallo, now president of the University of Washington; Allison Ware, formerly president of the Chico State Normal; and A. B. Anderson, who for more than twenty years has been the standardizer of the institution.

Dr. Burk had a mind that had a tremendous capacity, and his vision, like that of Wm. T. Harris, was not limited by geographical lines. To some he was an iconoclast; to others he was a sensationalist, but to me he was always the kindly, lovable philosopher searching for the truth with an open mind.

By Ernest C. Moore

I think of Dr. Burk as one of the best men I have ever known. His was in many respects the most stimulating mind I have met. He was a great teacher, if to be a provoker of thought is to be a true one. How kind he was, and how downright lovable! He gave all his years to this state. There are thousands who are thankful that he enriched their lives.

Hon. Stanley B. Wilson delivered the graduating address at the State Teachers' College on Friday, June 20th, at San Jose, California.

Superintendent Paul Stewart of Santa Barbara dedicated the new high school on Thursday, June 19.

Social Science Books

An Introduction to Economics, *by Graham A. Laing, Professor of Business Administration and Finance, California Institute of Technology, Pasadena.*

The United States Bureau of Education and the Federal Board for Vocational Education both highly recommend the teaching of Economics in all high schools. The subject is rapidly becoming an integral part of every school curriculum.

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Topical outlines appear at the beginning of each chapter; a recapitulation and test questions at the end. The book is complete in every detail, but the non-essentials have been eliminated. It is the ideal text for use in commercial courses.

Bound in cloth; illustrated; 392 pages, $1.40

Business Organization and Administration, *by J. Anton de Haas, Professor, Foreign Trade, New York University.*

Presents in an unusually interesting and readable manner, a comprehensive view of business organization and management. It deals with such subjects as Financial Institutions, Marketing, Selling and Advertising, Foreign Trade, etc.

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PHELAN BUILDING SAN FRANCISCO

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Individual instruction as adapted to urban and rural schools is at present a paramount issue in the Fresno county schools. The trend toward individual instruction has been the natural result of the increased interest in educational methods by the teaching force of Fresno county.

Superintendent Clarence W. Edwards of Fresno county, in addition to the large meeting of the California Teachers' Association in November of last year, carries on sectional institutes throughout the school term. There are some sixteen of these section meetings. These section meetings, instead of just meeting once, as they have to, organize at the first meeting and throughout the year carry on a series of meetings in discussion of educational problems.

The interest in individual instruction in rural schools has largely been aroused by John S. Wash, principal of the Lone Star School—a four-teacher rural school situated not far from the city of Fresno. Here Mr. Wash and his teachers instruct through the individual method and the children are so interested in the work that they have to be almost driven away from school.

John S. Wash is a teacher of exceptional enthusiasm; as one inhabitant of Fresno county aptly described him, he is a John Burroughs of Rural Education. Mr. Wash is the leading spirit of the section meeting of which he is a member; reviews of books and methods are mimeographed by him and sent out to other interested teachers in the county.

Two other teachers among many others who are leaders in this individual instruction propaganda are A. F. Barrett, principal of a Fowler grammar school, and Miss Margaret Myers of the Sierra Union High School.

This coming school year some twenty-five schools and one hundred teachers are planning to run this school work on the individual instruction plan.

The teachers in this group are ardent textbook enthusiasts. They desire books and more books. They want the child to have access to various sources of information upon the same subject.

A point of controversy at the present time is that this group desires the county board of education to make a county course of study based upon the principles of individual instruction. They want a specific course of study with the objectives plainly outlined. They want a course of study such that the child will know when he has attained the aims laid out for him to accomplish. They want an eighth grade child to say: "I am going to graduate." The teacher asks: "Why are you going to graduate?" "I am going to graduate," says the pupil, "because in arithmetic it says I should be able to do such and such a process. I can do it. In language and history, etc., etc., it says I must be able to do and know such things and I know them. Therefore I am going to graduate."

Miss Oba C. Algeo, supervisor of reading of Fresno county schools, believes that thorough drill in phonics is essential for the achievement of good vocal reading.

Miss Nellie Hamilton of the Fresno State Teachers College, devotes half her time to the supervision of reading in the Fresno city schools.

D. F. Tuttle, F. M. Fulstone and Miss Florence B. Rutherford are assistant superintendents of schools in Fresno county.

Miss Esta Aulman, supervisor of rural education of Tulare county, has assisted the county board of education in making a revision of the county course of study, by organizing teachers' committees to work on the various subjects.

Wm. John Cooper, superintendent of Fresno city schools, will give two courses in education at the University of California summer session at Berkeley commencing June 23.

James A. Joyce, district superintendent of Taft grammar schools, will attend the summer session at Berkeley this year. Out of some sixty teachers in the Taft system some fifty will attend summer schools somewhere in the United States. The Taft district gives a bonus of $100 to every teacher taking summer work in education.

Miss Nettie L. Griswold of the Delano Grammar School of the Kern County Board of Education, is specializing in elementary reading.

Miss M. L. Richmond, county superintendent of schools of Kings county, and Miss Helen Hefferman, rural supervisor, have been very busy the last two months visiting schools.

Miss Lucille Smith has been promoted to the principalship of the new Liberty school at Huntington Park for next year. Miss Smith this year has been teaching in the Miles Avenue School at Huntington Park.

J. Andrew Ewing, principal of the Franklin School, Pasadena, has been in charge of the course of study work in Pasadena.

The first number of the Occasional Leaflet, a publication of the Southern California Social Science Association, has just been issued. The officers of which are: President and editor, Hettie A. Withey, Chaffee Union High School, Ontario; vice-president, M. M. Fishback, Orange Union High School; secretary, John Kienle, Glendale Union High School; and treasurer, Clara M. Lauderdale, Glendale Union High School. The advisory board is composed of Roscoe L. Ashley, Pasadena High School; Emory S. Bogardus, Ph.D., University of Southern California; Maud Philips, Los Angeles Polytechnic High School; Melva Latham, University of California, Southern Branch; Anna G. Wiggs, Los Angeles, John Muir Junior High School.

South Pasadena city schools, under Superintendent George C. Bush, continue to go forward in numbers, equipment and methods of instruction. June 6th South Pasadena voted $100,000 worth of bonds to buy a junior high school site and $185,000 to build an academic building on the high school campus—an addition to the group of five buildings already there. A fine new athletic field for the high school will be ready for use by the opening of the next school term. The athletic field is six acres. The enlargement of the high school plant is the following out of a plan laid out several years ago. When complete the high school plant will be capable of handling 1500 students. Seven hundred are now enrolled. When Mr. Bush commenced work in South Pasadena in 1905 the enrollment was some 32 students.

The adoption of a new increased salary schedule in South Pasadena puts that city in the class of one of the most favored cities in the United States in that regard.

The Los Angeles committee on general science for the eleventh and twelfth years have just finished their report. The work was a culmination of a movement started by Dr. Franklin A. Bobbit two years ago in his course of study work in Los Angeles. The committee has been meeting under the chairmanship of Joseph M. Sniffen, vice-principal of the Franklin High School, once or twice a week throughout this last school year. Members of the committee are Jebiel S. Davis, Mrs. Gertrude W. Fairbanks, Martin L. Fluckey, Carl W. Gray, Howard J. Hanna, Vernon Hodge, G. Walter Monroe, and G. H. Wilkinson.

Don Tyler, a student of the Franklin High School, Los Angeles, has won the national oratorical championship at Washington, D. C.

Ira C. Landis, superintendent of Riverside county schools, is very active in his work as a member of the state committee on the reorganization of the elementary curriculum.

Riverside county will have some 800 grammar school graduates and 400 high school this year.

L. E. Chenoweth, superintendent of schools of Kern county, will be a delegate at the N. E. A. at Washington, D. C., this year. On his trip he will attend the Elks' convention at Boston.

Miss Myrle T. Tripp is leaving the office of the World Book Company at 149 New Montgomery street, San Francisco.

Miss L. C. McCoid, supervisor of reading of Los Angeles county, believes in readers that treat of content with which the child is familiar in his daily life experiences.

The Escondido Grammar School, under Mrs. Beulah W. Howland, graduated 32 pupils this year. Next year the number of teachers employed will be 19—an increase of two.

B. F. Enyeart, principal of the La Jolla Junior High School, will take his degree this summer in education at Kirksville, Missouri.

The Fullerton grammar schools, under District Superintendent C. A. Marcy, has been up and doing this last year. A new eleven-room building has just been completed at a cost of $185,000. This Maple avenue school is partially Italian renaissance in style and will house grades from one to six and a large kindergarten. Five buildings comprise the Fullerton system three of which have been built within the last four years.

Fullerton has been working on a plan to extend the elasticity of instruction—reaching out towards individual work whenever possible. At present three parallel courses run throughout the curriculum. Students pass these three courses in five, six or seven years, according to their quickness of adaptability to the work outlined. Promotions are made every six weeks so that a pupil can advance as rapidly as he is capable.

Miss Frances R. Dearborn, supervisor of grades three and four of the Los Angeles city schools, will give a course on curriculum work at the Iowa State Teachers' College this summer.

Miss Elberta M. Willis of Milton Bradley Company has accepted the position as head of the educational department of the Jones Book Store of Los Angeles. Miss Willis will take charge of her department July 15th. Miss Willis goes to the Jones Book Store after eleven years of work as traveling representative for Milton Bradley in California. During this time Miss Willis has earned the reputation of being one of the foremost book women in the West. Much success is wished for her in the new position.

Charles E. Barber, superintendent of Alhambra city schools, has been carrying on a tremendous school program for a city of 25,000 population these last two years. He has kept pace with the rapid growth of the city and seen to it that no half-day sessions were necessary.

Within the last two years $1,025,000 worth of bonds for school projects have been voted. At present twelve building projects are on in the city of Alhambra. Eight new buildings are being built at grammar school sites, three at the high school and one warehouse is under construction. When finished the high school plant will be one of the finest in Southern California, on which some $600,000 will have been spent.

The enrollment of pupils is now some 5,000 children. There has been an increase in average daily attendance in the grammar school this year of 520, in the high school of 200.

R. McCourt, principal of the Lincoln School, Fresno, rounds out this year twenty-one years of service in the new school. Mr. McCourt has charge of 1026 pupils, the largest elementary school in the state between San Francisco and Los Angeles.

The work of Miss Lilias L. Buchanan and Miss Alice M. Brown of the Lincoln School, Fresno, in their teaching of English to foreign children has been most successful. Children of many nationalities are in each room. Miss Buchanan now has five different nationalities in her room.

The play activity language is taught. This last year Miss Buchanan's class made a house and equipped it throughout. Objects strewn amid the room lead to conversation—the children learn through doing. Miss Brown handles the upper group and carries on the work commenced by Miss Buchanan. Conversation based on handwork, dramatization and tests on comprehension are carried out especially by Miss Brown.

At the same school Mrs. Eleanor White handles the dexterity class. Mrs. White also emphasizes handwork as the basis of her instruction.

SAN BERNARDINO BUILDING PROGRAM

C. Ray Holbrook, city superintendent of San Bernardino schools, has been carrying on an active program this past year. Increased enrollment, new course of study work and a new salary schedule have given rise to many problems.

Since 1920 the city of San Bernardino has grown in population approximately 75 per cent. A similar growth has taken place in school enrollment, the enrollment in 1920 being 4661 as compared with our present enrollment of 8042.

This large increase in the number of children who must be provided for has made necessary an extensive school building program. A quarter of a million dollars was expended in erecting elementary school buildings in the year 1920. It was thought at that time that the buildings erected would amply take care of the needs for some years to come. However, such is not the case, and in January, 1923, $140,000 more was voted and two more elementary schools have been built.

This past summer a very violent earthquake in the month of July so damaged the old high school building, which was being used for junior high school purposes, that the building had to be abandoned. This has made it necessary to erect a new junior high school.

Inasmuch as the high school district embraces considerable territory it was deemed advisable to establish two branch junior high schools outside of the city and erect one within the city. Consequently a bond issue for $300,000 was passed by the voters on December 7, 1923. The central junior high school is to be erected during the present year and will be open for use about January 1, 1925. It is to be built upon the Spanish mission style of architecture in the form of a U with the open side facing the front, with an open court in the center. The building will be a two-story structure with approximately forty rooms. When completed it will include an auditorium capable of seating 1200 pupils, a library room with a seating capacity of 200, an oral English club and debating room with a seating capacity of 100, special rooms for science, domestic science, art and music, and regular standard class rooms. Only a part of the structure is to be built out of the present bond issue, and when completed with equipment it will cost approximately one-half million dollars.

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THE MAY HENNING GRAMMAR SCHOOL OF VENTURA, CAL.

Of particular pride to A. L. Vincent, superintendent of Ventura grammar schools, and the citizens of Ventura has been the recent completion of the May Henning Grammar School, of which Miss May Henning is the principal.

The school was named in honor of Miss Henning, who has given thirty years of work in the instruction of the school children of Ventura. Miss Henning went to school in an old brick school house called the Poli Street School, graduated, went to normal, returned to Ventura, and started teaching in the same Poli Street School. Here she taught for thirty years, for many years acting as principal. With the finishing of the new school Miss Henning was put in charge of it.

The building—a beautiful structure of the Spanish type—is situated on the old courthouse site, a half century old. It has seven rooms with offices and is so arranged that it can be enlarged to twice its size. The cost of the building was $70,000.

A pleasing feature of the building is the clock tower, in which is the old courthouse clock costing some $1500, which strikes the time for the whole town.

PROJECT TEACHING—AN ILLUSTRATION

By Gertrude Frazier

Project: To learn about the people of the Far North. The class was a high second and low third grade in the Redwood city schools.

Books: Text, "Type Stories of the World for Little Folk."—Ruth Thompson.

Supplementary books: "The Eskimo Twins"—Wade; "Eskimo Stories"—Mary E. Smith; "Geography for Beginners".

I. Raising the Project:

The second and third grade class had read about Tonda, the boy of the warm tropic country; they had traveled in imagination to Japan. We were ready to discover a new land. After looking over the index of "the children of the world" in our text, most of the children voted for "Tooki, the Eskimo Girl."

II. Working Out the Project:

A. Naturally in a class of fifty-one children there were some who already knew something about the Eskimos. One boy told about the ice houses and the Northern Lights which he remembered seeing. Just enough was told to make everybody anxious to know more.

B. From observing the pictures in our textbooks we built a story for an oral language lesson—"What would you see in Eskimo-land?"

C. Next came silent reading of the story—that is, reading with a definite purpose in mind. For example, say to the class: "On page 69 read until you know how the Eskimo people travel." Or, another example, say: "Read until you can give three reasons why the Eskimos hunt and kill seals." To help the children to increase the speed with which they can read silently it is a good plan for the teacher to select sentences at random from the page and read them aloud. The first child who finds where the teacher is reading may then continue the story. The children gain in ability to see three or four words at a glance—or, in other words, their eye-span is increased.

D. Oral language and supplementary reading: Individuals selected a topic in which they were especially interested, or a story from Mary E. Smith's book. The children understood that they might give their talk as soon as they were ready and that they must know quite a good deal in order to answer the questions of the other children. I find that children respond much more freely when they are encouraged to question or add to the discussion when called upon by the child who is acting as leader. This keeps the discussion informal and more like the spontaneous expression of information and opinions one meets in social conversation.

E. Construction of an Eskimo scene: "Eskimo Stories" by Mary E. Smith furnished the pictures which gave the children the idea of constructing an Eskimo scene. Clay bricks piled round upon round made a realistic igloo. One little girl of seven dressed a doll following the picture of the Eskimo girl to the least detail of fur hood and moccasins. A boy saw that we needed a sled for our "Tooki". Another child modelled two dogs which he hitched to the sled. The final additions were the reindeer and some Christmas-tree snow. We had planned the scene on the top of a small book-stand (12 x 18 ins.) On the blackboard just back of the book-stand four boys drew a very creditable Aurora Borealis. When it had been colored the boy who had traveled in the North said that it looked "real".

Another teacher brought us a real model of an Eskimo "kayak" or fishing boat. It floated in real water and my small adventurers were transported into the Northland and held spellbound as this teacher told them of the life of the men who hunt the seals, the walrus, and the whale.

F. Art and music: The music teacher taught the class an Eskimo song on the day that we completed our Eskimo scene. One small girl volunteered a little speech "to tell why we're glad we know the Eskimo song." Igloos, Eskimo sleds, the seal and the walrus are easy to draw. Everybody drew these. A few attempted the polar bear, the reindeer and the Eskimo people.

III. Judging the Project:

Probably the expression the teacher obtains from the class in written form does furnish a fairly good means of judging how successful a particular project has been in impressing in the minds of the children some definite concepts. Written accounts completed our activities concerning the Eskimos. Each child wrote his individual story. Each was free to choose the part which had been most interesting to him.

Then we made a class story in this way: After grouping the stories in a sequence which was fairly good, I read each story to the class. After we heard the first story the question to consider was, "What shall we take from the next story to add to the first?" A child sitting next to me cut out the sentences or paragraph which we selected and placed it with the other "accepted parts." Our class story took several language periods. It was arranged several times before everybody was satisfied. Then I made a typewritten copy double spaced on large paper. Every one could see how our story looked when it hung on the wall near our Eskimo picture.

This seemed to impress the class as a close to the interesting chapter of Eskimo life. Of course every visitor to our room heard the complete story. But for serious study we are now deep in Indian lore.

This project of the study of Eskimo life is a simple example that does not demand special periods for construction. The children made every model except the igloo at their homes. The interest and enthusiasm of the class more than repaid for the small amount of additional work. All of the fifty-one children participated in a purposeful activity which gave them a few real and definite concepts of life in a cold country. But far ahead of the importance of the definite knowledge is the fact that such work is a help toward realizing the aim of leading every child to express himself, to co-operate, to contribute in one way or many ways to the activity of the group; in this way does each child come to believe in his own worth and to show his appreciation and consideration for the work of others.

CHANGES IN PRINCIPALSHIPS IN BERKELEY

Mr. Hughes returns to Fresno. Miss Irwin of Cragmont succeeds him as the principal of Columbus. Miss Raymond of the University Elementary School succeeds Miss Irwin as principal of the school.

Mr. Lindquist resigns with the intention of teaching only a portion of the time next year, while he continues his studies in the University for the Ph.D. degree. He will be succeeded by Harry W. Spindler, deputy superintendent of schools of Sacramento County, California, and former superintendent of schools at Davis, California.

Henry Meade Bland and the Poetry Club of San Jose held memorial services at Clarence Urmy's old home at Saratoga, June 15, 1924. Mr. Urmy's sister, Mrs. Seares, editor of California Southland, was present. Mr. Bland, Edith Daley and others paid beautiful tribute to "Our Troubadour."

THE TEACHERS' ASSOCIATION OF SAN FRANCISCO

Mrs. Marjorie Stuart, chairman of the Salaries Committee of the San Francisco Teachers' Association presented the following report:

"Since its last report, the Committee on Salaries has ascertained that its request for sufficient funds to cover an increase of two hundred dollars annually had been considered the amount cut down and that a further cut had been made by the Board of Supervisors. In consequence, a committee of teachers, by permission of the chairman of the Finance Committee of the Board of Education addressed the supervisors asking for the amount which the Board of Education had requested, namely $200,000, which if allowed, and if applied as a flat increase, would give approximately an annual increase of $100.00. The following teachers were present: Mrs. John Drew, Miss Frances Mooney, Mr. T. H. Rhodes, Mr. A. Altmann, Miss E. D. Keith, Mrs. I. D. Ostrom. Mrs. M. FitzGerald, Mrs. M. Stuart, Mr. John Brady, Miss G. Carroll, Miss Georgia Hawkins, Miss S. Corpstein, Mrs. M. Warmser, Mr. George Finnegan. The board was addressed by Mrs. Stuart, Mrs. Drew, Mr. Rhodes, and Miss Eliza Keith. School Director Miss Alice Rose Power supplemented the committee's request with a splendid spirited speech of tribute to the teachers, and the work accomplished by them, thereby clinching the argument for an increase.

In the evening the supervisors' session was attended by Miss Power, Mr. Altmann, Miss Coffey, Miss McGough and Mrs. FitzGerald, recalling to the committee that meeting of former days when two earnest workers of the Teachers' Association, Miss Coffey and Mr. Altmann, sat through the evening session of the supervisors till the midnight clock had to be turned back to give them a chance to be heard on the question of teachers' salaries."

The San Francisco Teachers' Association has accomplished much for the teachers since its organization.

The following resolution is of importance to all teachers:

Certification

"There seems to be a movement throughout the state to depreciate the value of a teacher's certificate, which is a contract entered into by the state allowing the teacher to perform certain duties.

"Whereas, the certificates and life diplomas of teachers are menaced at the present time by recent legislation and rulings, and the stability and security of the teacher's license to teach are menaced thereby.

"Be it resolved, That the members of this association oppose any ruling or legislation which tends to undermine the security and value of existing certificates, which have been issued in accordance with the law, or which tends to lessen the value of teachers' certificates which shall be issued in the future."

Superintendent Horace M. Rebok, the retiring superintendent of Santa Monica, was given a banquet by the Santa Monica Teachers' Association on Thursday evening, June 12th. Two hundred and fifty people were present. Mark Keppel, after praising the work Superintendent Rebok accomplished in the establishment of the University of California, Southern Branch, spoke eloquently of his service for the city, state and nation, and gave him high rank as an administrator who held to his ideals. Hon. Will C. Wood addressed the audience on the struggles forward-looking educators had to make to maintain standards, and hinted at a definite plan to give Superintendent Rebok greater opportunities than he has ever had to put his educational ideals into practice.

Superintendent H. B. Wilson, joint author with Ruth Thompson of The Modern School Readers, has had to respond to a summer schedule as follows:

Week of June 16—University of Utah, School of Education, Salt Lake City, Utah.

Week of June 23—University of Oklahoma, Department of Education, Norman, Oklahoma.

Week of June 30—National Education Association meeting, Washington Hotel, Washington, D. C.

Week of July 7—State Normal School, Towsen, Maryland.

Week of July 14—Harvard University, School of Education, Cambridge, Mass.

Week of July 21—New York University, School of Education, care Dean Withers, New York City.

Week of July 22—Teachers' College, Aberdeen, South Dakota.

Dean W. Wilson, the son of Superintendent H. B. Wilson of Berkeley, has become a permanent member of the staff of The Western Journal of Education and The Harr Wagner Publishing Company.

Miss Emma G. Myers, principal of the Chapman Avenue Building, Fullerton, will give a course in curriculum building at the Iowa State Teachers' College at Osceola, Iowa, this summer.

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But it does more than this: It gives a brief, simple statement of the underlying principles of primary education touching such topics as; teacher guidance; obedience; interest span; freedom; individual differences; grouping; dramatization; number; civic responsibilities; transition from oral to written language; phonograph; when to begin reading; first lessons in reading; the non-reader.

It gives carefully selected lists of poems, stories, books, phonograph records and pictures and vocabularies.

It tells just how to equip a modern kindergarten or primary school.

"An Activity Curriculum" is a book every kindergarten and primary teacher will feel she must have on her desk for constant reference. It is a course of study to use in carrying out the newer education.

It is the product of the co-operative efforts of the staff of the kindergarten-primary department of the Training School of the Southern Branch of the University of California under the direction of Ethel I. Salisbury, associate professor of elementary education, University of California, and director of course of study, Los Angeles city schools.

An introduction by Dr. Chas. W. Waddell outlines the educational ideals of the department during the development of this work in the training school.

A foreword by Dr. E. C. Moore is final testimony of the merit of the book.

Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco, California.

MARRIED

William Maurice Culp of the Harr Wagner Publishing Company and Virginia Gibson, the charming daughter of Mr. and Mrs. Ed. Gibson of San Francisco, Cal., June 11, 1924. The "Jottings of a Traveling Bookman" will now be changed to "Joyful Jottings of a Married Man."

The City Board of Education of Los Angeles fixed the maximum salary of elementary teachers at $220 per month—an increase of $200 per year—and high school salaries from $260 to $280 per month.

"GIFT COPIES"

Dr. Winship's Journal of Education has an interesting article in the issue of May 22. Dr. Winship says:

"After an author has spent several years in research and in the careful preparation of a manuscript his material is finally issued from the press and the publisher sends complimentary copies of the book to superintendents and teachers who in his opinion are likely to need such a book as a classroom text. In the course of a year publishing houses send thousands of sample copies of their new publication to educational authorities who have charge of the selection of books. It is the most adequate method by which the prospective buyer may be given the opportunity for a thorough examination of the product which he contemplates purchasing. This practice involves a tremendous expense on the part of the publisher, and the author receives no royalty for sample copies.

"The custom seems to have given the erroneous impression to some in the educational world that a textbook is a thing of little value, and that publishers should fill the shelves of educators with complimentary copies of whatever books happen to be wanted. Many requests for "complimentary copies" are received by every textbook publisher from people who have no thought of regarding the book as a legitimate 'sample,' which may lead to a sale.

"We do not expect publishers to decline to give books when they are requested; but we wish that this editorial might appreciably influence teachers and other school officials not to send for books which the publisher ought not to be expected to give away. We wish, too, that everyone who has an accumulation of textbooks which they may be tempted to sell would remember that this practice is unjust both to the publisher and the author."

The State Board of Education of California returns all the samples submitted by the various publishers after the adoption of books have been made. This is an excellent custom, and if all boards of education and teachers would return books after having been given the privilege of examining them, it would be worthy of commendation. Of course, where a book is adopted it is only fair that the publisher should be willing for the teacher or the board of education to retain desk copies free.

Textbooks are just like any other commodity. The cost of production must be paid, and the teacher or board of education who abuses the privilege of free sample copies are wrong. Publishers are generous with books and are delighted to receive requests when there is a real serious purpose back of the request and where the teacher is looking for books to recommend for classroom use.

E. E. Crawford, principal of the Idaho Falls, Ida., high school, was selected to succeed O. R. Hull, recently resigned principal of Napa Union High School. Crawford, who is known throughout the West as an able educator, is an alumnus of the Northwestern, Ann Arbor and Columbia universities. Crawford will come to Napa with his family immediately after the close of the Idaho school year.

Hamil O. Wagnon, a graduate of the University of California and a member of the faculty of the San Francisco schools, has been chosen to succeed Eugene Storms, former principal of the Lincoln Grammar School of this city. Storms resigned recently. Mr. Wagnon had the reputation of an excellent school man in the San Francisco School Department.

Lenear Whitehead of Woodland, principal of the Esparto Grammar School, was recently elected principal of the Woodland Grammar School in place of C. E. Dingle, resigned. Whitehead will take over his new duties with the beginning of the fall term. Dingle was presented with a portable hammock by the 600 students of the grammar school, of which he has been principal for a quarter of a century, and an automobile luncheon chest by the fifteen teachers of the faculty of the school. Miss Katherine Simmons, veteran teacher, made the presentation on behalf of the students and teachers. Dingle retires to private life.

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NEW BOOKS IN PRESS
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For classes in patriotic literature in connection with the first two years in English in High Schools. Edited by Merton E. Hill; 400 pages. Price $1.50 cloth, $1.12 velmet.
An About-Face in Education, by Adelia Samuels, with introduction by Grace Stanley. Price $1.50 cloth.
The Modern School Readers, by Supt. H. B. Wilson of Berkeley, and Ruth Thompson, author of "Type Stories of the World for Little Folk," "Comrades of the Desert," and "Our Neighbors Near and Far." The plan of The Modern School Readers was worked out in the University of California, and represents the contribution reading should make to the various phases of social efficiency. Modern School Primer 65c, Book One 70c, Book Two 75c, Book Three 75c.
These books will be ready by July 1, 1924.
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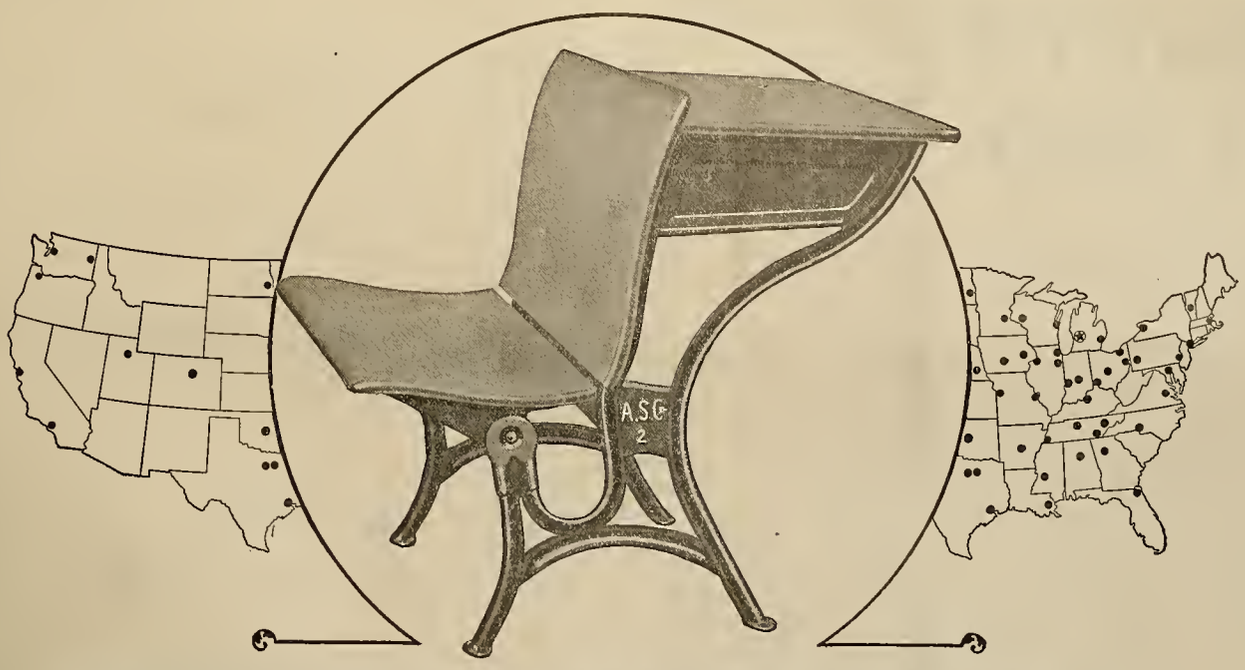

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Modern Methods in Teaching

BY

H. B. WILSON, Superintendent of Schools, Berkeley, California;
GEORGE C. KYTE, Washington University, St. Louis; and
HERBERT G. LULL, Kansas State Teachers College, Emporia.

A Concrete Consideration of the Teacher's Classroom Problems

PART I considers the background of class room teaching and aims to give the teacher a definite, working, modern philosophy of Education.

PART II discusses the larger problems which confront the classroom teacher, namely: The problems of how to socialize and motivate the children's experiences and how to teach the children in this socialized, motivated situation.

PART III deals with the more or less mechanical phases of teaching, such as planning the program, etc., which are necessary to successful work.

The book contains an unusually large number of examples which illustrate all phases of teaching. These examples are taken from records of actual practice carried on by progressive teachers.

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GOOD RECORD FOR S. F. SCHOOLS
(Public School Defense Association, Take Notice)

Ninety per cent of the teachers employed in San Francisco's elementary schools are graduates of colleges or normal schools, A. R. Heron, assistant state superintendent of public instruction, stated recently in a report setting forth the improvement in the educational equipment of California teachers in recent years.

Of the 1600 odd teachers in the bay city's elementary institutions, only 100 are classed as "undertrained," Heron asserted.

Considering the state at large, California school children had better trained teachers in 1923 than ever before, Heron stated, reports from all counties showing that in 1920 only 30 per cent of the elementary teachers were graduates of colleges or normal schools, while last year 85 per cent were so qualified. Alpine county stands at the head of the list with 100 per cent of its elementary teachers in 1923 reported as graduates of a college or normal school. Santa Clara, Alameda, San Francisco and Los Angeles counties come next in order.

Miss Mary Mooney, president of the C. T. A., San Francisco Bay region section, a teacher of the San Francisco School Department and a prominent worker in school organizations, was nominated by Superintendent Gwinn and elected by the Board of Education as city school librarian. Miss Mooney is a woman of fine ability and will undoubtedly have a staff of trained assistants, and will give the city schools a splendid library service. It is not the purchase of books, but the proper use and distribution of them among pupils, that is worth while.

Superintendent J. M. Gwinn, Superintendent Roy Cloud, Arthur Chamberlain, Ida Ostrom, Cecil Davis, Superintendent Wilson of Berkeley and Mark Keppel are a few of the school masters who will attend the N. E. A. in Washington, D. C.

Three Important New Books *for*
HIGH AND JUNIOR HIGH SCHOOLS

BOWDEN, GENERAL SCIENCE
(1923)
By Garfield P. Bowden, University School, Cincinnati. viii + 634 pp. 12 mo. $1.68. To Boards of Education, $1.35.
This book is the result of a long study of conditions relating to general science instruction, and is aimed to meet the present day teaching ideals.
The subject matter complies with the suggestions and recommendations of the Commission on the Reorganization of Science in Secondary schools.
The immediate success of this book the first few months of publication makes it the outstanding General Science text.

ATWOOD, CIVIC AND ECONOMIC BIOLOGY
(1922)
By Wm. H. Atwood, Milwaukee State Normal School. xv + 470 pp. 12 mo. Cloth $1.68. To Boards of Education $1.35.
This is a biology dealing with the science of life as it affects the welfare of the community. The subject matter has been arranged in units and studies, the studies being in each case of proper length for a single class lesson.
The advantages of the problem method have been utilized. The illustrations are both instructive and artistic. The book is packed full of practical, useful and interesting information, organized and developed in the most teachable manner.

WILLIS, PLANE GEOMETRY
By Prof. C. Addison Willis, Girard College, Philadelphia. viii + 301 pp. 12 mo. Price $1.32. To Boards of Education $1.06.
This is a boys' text. There is something doing on every page. It is a call to action. It stimulates thought, satisfies the pupil with work accomplished, leads him to put forth his best efforts. It is a girls' text. It contains information attractively displayed on many matters of special interest to girls, such as designing, principles of Architecture, and popular science. It is a teachers' text. Every paragraph has been carefully worked over for its own special contribution and impetus.

These books will be sent for examination on request. They are listed in the California High School list of text books. Send for catalog.

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BOOK REVIEWS

THE BROTHERHOOD OF MAN, A Pageant of International Peace, by Alice C. D. Riley; Linwood Taft, editor: This pageant was worked out as a laboratory exercise in the class in pageantry of the Drama League of America Institute, 1921. Its presentation should occupy from one and one-half to two hours. The pageant presents the development of the ideal of brotherhood from its personal to its international phases through a prologue and eight episodes. The prologue presents Love, Law and Justice, and their relation to the Promised Land envisioned by Moses, the Lawgiver. The musical program, stage setting, complete cast of characters, costumes and organization outline are given. The pageant as worked out is most inspiring and beautiful. In communities or schools where a large cast is at the call of the director, a most impressive evening's entertainment can be presented. (A. S. Barnes & Co. Price $1.50.)

NEW SONG PLAYS TO OLD TUNES, by Mary Wollaston Wood: These song-plays have been arranged for the fifth, sixth, seventh and eighth grades. Music, words and some instructions and charts of the steps are given. The songs offer wide opportunity for self-expression and rhythmic activities. The song-plays were devised because of need for them in the upper elementary grades. Such songs as "Yankee Doodle", "London Bridge", "Listen to the Mocking Bird", and "Captain Jinks", have been utilized. In some songs slight changes have been made. Photographic illustrations taken from the New York School for Teachers, where the plays were worked out, give a comprehensive idea of the plays and dances. (A. S. Barnes & Company. Price $2.00.)

THE SPIRIT OF AMERICA, by Angelo Patri: This volume is one of patriotism, seasonal material and inspiration. The author came from Italy when a child and the great "melting pot" turned out a splendid type of American citizen, who taught "young America" in the schools of New York. So the author speaks with sympathy and understanding in the 117 pages of short essays, which are vigorous, uplifting and beautiful. Some of the titles which are indicative of the content are: My Country; The Pledge; Flag Day; Uncle Sam; The Farmer; Thrift; Benjamin Franklin; Democracy; Theodore Roosevelt; Heroism; Courage; Strength; Live and Let Live; Abraham Lincoln; and others. This interpretation of the spirit of America is an excellent companion in a civics course; it is interesting reading, and the history content and its application are of great value. The illustrations of black and white were drawn by Hanson Booth. They are beautifully executed and add to the vivid word pictures created by the author. (American Viewpoint Society, New York.)

POEMS FOR EVERY MONTH OF THE YEAR, compiled by Mary I. Lovejoy and Elizabeth Adams: Songs of Spring; Songs of Summer; Songs of Autumn; Songs of Winter, are the four divisions of this volume of verse for children in the first four years of the elementary school. "The scheme of nature study, as outlined in the school work of the year, has been carefully followed," the authors declare; "plants, flowers, insects, birds, clouds and wind, rain and snow, and other phenomena, form the subject of diverse poems by different authors, and the teacher will find no difficulty in selecting such as are best suited to her grade, and to the lessons in hand." The book is one of the most complete of its kind and the wide search for material has resulted in a veritable treasure-house for children both at home and at school. This is a volume which will prove an invaluable aid to teachers. (Noble & Noble, New York.)

REVIEW OF HEPNER: THE GOOD CITIZEN

The Anglo-Saxon has probably over-emphasized the individual, and individual rights. Children have always been born into social relationships, depend upon social groups for the proper development of their personality, and owe to these groups very definite responsibilities. The proper understanding of these responsibilities has always been a difficult matter to teach, and it is becoming increasingly so with the development of the modern city and with the increased use of the automobile, making dependence upon immediate neighbors less necessary. Educators are everywhere calling attention to the need of socializing the child and inculcating a feeling of citizenship responsibility.

The subject of "Civics" is supposed to minister primarily to this need, and many experiments have been made with different types of courses within the last quarter century. The last, and perhaps the best, of these efforts is represented by "The Good Citizen", a textbook in social and vocational civics, written by Walter R. Hepner and Mrs. Hepner. The book calls the attention of the student to the fact that we must live together, that the child is born into a family with certain responsibilities, that this family is located in a community, and that the community furnishes education and church facilities, and brings to every one, through its newspaper, the account of what is going on in all of these community organizations. The book is, however, more than a mere compilation of up-to-date information, interestingly written. It is equipped with the most modern teaching devices. At the beginning of each chapter will be found problems for investigation, and on every page throughout the text suggestions are provided for civic activity. The bibliographies for pupil and teacher are adequate and show fine discrimination in their compilation. Illustrations are numerous, well chosen and designed to reinforce the lessons of the text.

WM. JOHN COOPER.

SALARY SCHEDULE OF SAN BERNARDINO CITY SCHOOLS, 1924-25

Superintendent C. R. Holbrook

PART I-A—Bases or Training:

A. A minimum base for teachers with no experience but with two years of training above the high school, as shown by a normal diploma from an accredited institution for training teachers—$1200.

B. Same as A plus one year of accredited teacher training—$1300.

C. Training represented by a junior high school credential—$1400.

D. Bachelor's degree with education major (four full years)—$1500.

E. General secondary credential (five years of training)—$1600.

F. Master's degree or better with education major—$1700.

G. For travel or other special training according to estimated value to the district.

Part I-B — Training While in Service in San Bernardino Schools:

Permanent additions to any base, above the requirements of such base, shall be made as a part of the next year's salary for training taken during the life of the contract of the preceding year in accordance with the following provisions:

1. Four dollars for each quarter hour or $5 for each unit or semester hour of credit earned in subjects that are classified by the superintendent as having a direct bearing in improving the service rendered the district.

2. Two dollars or less for each quarter hour, or its equivalent, of credit earned in other subjects, the amount of such addition to be determined by the superintendent, in accord with the value accruing to the district.

3. The total amount of training additions to any one base shall not exceed the difference between said base and the next higher one.

4. Recognition in excess of $35 will not be given for training taken in any one year while teacher is engaged in full time teaching.

5. The Board will follow the policy of refusing promotions to a teacher who has not in any three successive years earned training additions of at least $25.

6. Credit may be allowed for travel and other training according to estimated value to district.

Part II—Experience:

Additions to the base for experience outside of the district will be made as follows:

1. Outside the district: First year, $50; second year, $25; third year, $25; fourth year, $25; fifth year, $25. Totals: Second year, $75; third year, $100; fourth year, $125; fifth year, $150.

2. Within the district: First year, $50; second year, $50; third year, $50; fourth year, $40; fifth year, $30; sixth year, $30; seventh year, $20; eighth year, $20; ninth year, $10. Totals: Second year, $100; third year, $150; fourth year, $190; fifth year, $220; sixth year, $270; seventh year, $270; eighth year, $290; ninth year, $300.

Part III—Merit:

Additions to the base from one to four units of $25 each year may be made as a reward for superior quality or quantity of work or for service of unusual value to the district. These awards are to be made as additions to the next year's salary on the basis of the preceding year's work, upon the recommendation of the principal, supervisors and superintendent on a well known, established basis of rating.

Part IV—When Necessary to Obtain or Retain Teachers for Special Service:

Whether of kind or quality, the board will follow the policy of paying salaries above schedule as supply and demand require.

Part I-A—Bases of Training:

1. NOTE: An elementary certificate or life certificate in the State of California will be recognized in lieu of a normal diploma.

2. Credit for training in excess of $1300 for elementary and $1400 for junior high school will not be allowed teachers with less than one year of successful teaching experience. In no case will credit for training in excess of $1500 be allowed to elementary teachers. Credit will not be allowed to teachers entering the city schools for training in less quantity than that necessary to meet the requirements of a given base.

3. In initiating this schedule credit will not be allowed to teachers within the system for training previously taken in less quantity than that required for a $50 unit.

Part II—Experience:

1. NOTE: No teacher will be given credit for more than $300 for experience in time alone.

Part III—Merit:

1. NOTE: There will be few awards based on merit for this year. In the cases of teachers whose salaries are already above schedule merit awards may be predated sufficient to bring the schedule salary up to present salary.

Part V—Administrative Salaries:

Heads of departments shall receive from $50 to $200 more than the salary to which they would be entitled upon this schedule.

Elementary principals shall receive the salary to which they are entitled under this schedule for the actual proportion of the school day which they teach plus $100 to $150 per teacher for supervision and administration. Principals who teach full time shall receive $25 to $35 for each teacher under them for administration of the building. No principal shall receive more than $10 for each half-day session of kindergarten under his supervision.

General Notes:

1. In initiating this schedule it shall not be the policy of the board to reduce the salary of any teacher unless the teacher is unable to meet the scholastic standards required by the State for the work she is intended to do.

2. In initiating and operating this schedule no teacher is to secure an increase of more than $100 for any one year.

3. Under this schedule it is possible for a teacher to secure as a permanent addition to her base on experience only $300, on merit ——. Above this amount the teacher cannot go without further training, which would put her on a higher base.

4. Nothing in this salary schedule shall in any way obligate the board of education to adhere to all of its provisions when the financial condition of the district shall in any particular year be such as to make it unwise or impossible from a financial standpoint to pay salaries based upon all of the clauses of this schedule. If decreases are made necessary they will be made upon Part 3, which is the elastic part of the schedule, and then if further readjustments are necessary, upon Part 2.

The San Mateo County Board of Education was the first to announce its adoption of **THE MODERN SCHOOL READERS,** which are now being presented for the first time for adoption, for use in the hands of the first, second and third grade children of the county. These readers, ready for August distribution, were prepared by Ruth Thompson and Superintendent Harry Bruce Wilson of Berkeley. The upper grade books are in course of preparation and will be released by **THE HARR WAGNER PUBLISHING COMPANY** at an early date. The members of the San Mateo board are Roy W. Cloud, county superintendent of schools; W. J. Savage, superintendent of the Colma and Daly City schools and author of "Forward Looking Lessons in U. S. History"; A. E. Montieth, superintendent of the Redwood City school system; G. W. Hall, superintendent of the San Mateo city schools; and Lewis Adams, formerly superintendent of South San Francisco schools, but who will assume the superintendency of the Burlingame school system this fall.

SUPERINTENDENT BUCKMAN BELIEVES IN TEACHING PATRIOTIC LITERATURE BY ACTION

Visalia, May 7, 1924.

To All School Trustees and Principals:
(High and Elementary.)

It is my belief that a vast amount of good work has been done in our schools this year relative to the teaching of Patriotism, Americanism and Citizenship. In order that these cardinal virtues may be more deeply impressed upon the mind and consciousness of every graduate of our public schools and upon every community, I request that at all commencement exercises the class recite "The American's Creed" and salute the American Flag. Sincerely yours,

J. E. BUCKMAN.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

SALUTE TO THE FLAG

I pledge allegiance to the flag of the United States and to the republic for which it stands. One Nation indivisible, with liberty and justice for all.

NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 27th and 28th, 1924. For further information apply to Secretary Board of Education, City Hall, San Francisco.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

TEACHING "HOW TO USE A LIBRARY" IN THE SCHOOLS

By Julia G. Babcock

Training in the care and proper handling of books ought to begin with the child's first use of them in babyhood. The little child in the home may be taught to treat his old books with respect and love. He should be shown how to turn the leaves without tearing them, and even if he wears the book to shreds with constant use, it need not show evidences of abuse. His first crude drawings in his picture book may seem very clever to his doting mother, but he may just as well be given blank paper for his artistic efforts, and learn from the beginning that books are not for that purpose.

In some libraries there is no age limit at which children may begin to use the library. If a little child accompanies his mother to the library he runs along the shelves reaching eager little hands toward small red books. Perchance he also pushes a whole row of books on the second shelf from the floor, back as far as they will go. "Mother" comes along and says, "No, no, no." Sometimes the librarian will ask if he may have a book from the children's department, but too often the mother declares that he would only tear it. One incident that occurred in the large library of a big city years ago before it changed its policy toward boys and girls has always haunted me. A boy was following his mother in the line toward the charging desk where she could have her novel charged to her, and he said pleadingly, "Oh, mother, can't I have a book today? I'm twelve years old now." And the mother refused. I was not the librarian of that institution, only the silent witness of a tragedy.

When the child first goes to school and is given a book bought with "the taxpayers' money" by a generous state or an equally liberal county library, he should be taught at once how to open the book so as not to break its back. Clean hands should be the invariable rule before handling any book. He should be told about the "Goops" created by Gelett Burgess and made immortal by librarians. Goops not only "spill their broth on the tablecloth" and in other ways "lead disgusting lives," but, if they are "library goops"—

"Wet their fingers
To turn the leaves of books,
And then they crease the corners down
And think that no one looks.
And then leave the marks of dirty hands
Of lolipops and gum
On picture book and fairy book
As often as they come."

Later on, the teacher or the children's librarian may tell the children how a book is made, and illustrate by a book which is ready to go to the bindery and may therefore be taken apart. Then they will readily understand what happens to a book when it is laid face down on the desk or table. It is so much easier to teach the right way of caring for a book than to undo the damage after a child has learned careless ways of handling books.

A valuable lesson in civics may be taught at this point, in regard to marking and mutilating a book which is public property and will have to be used by someone else. If the child desires to inscribe his initials and those of the school on the margins of the book, that is the time to make him think of the one who is to use the book next. When ink is used at the desks, books should be carefully kept away from the corner of the desk under the ink well. Various forms of ink wells are in use, but that person who will invent the ink well that cannot leak, nor be filled to the point of overflowing, and cannot be overturned, will confer such a favor upon librarians as to ensure their enduring gratitude.

The use of the dictionary is taught in the schools, in some of them quite fully. The use of other general reference books should be taught to the pupils of the elementary grades, from year to year, as they are ready to use them, by a librarian who has specialized in this work. General encyclopedias, Poole's Index and the Readers' Guide, the handbooks of general and literary information, indexes to poetry and quotations, should all be familiar tools before a boy or girl reaches high school. It happens far too often that they are unfamiliar to the high school graduate. Such a simple course would open to the boy or girl a whole new field of pleasure and of investigation. Questions should be given for each student to hunt out for himself, and a comparison made of various sources of information on the same topic.

What would it mean to the educational world if this summer in making up the budgets for high schools, every high school board should allow for a trained librarian on its staff? The librarian is mentioned before the library on the principle that the horse should precede the cart. Given a trained librarian, the library itself can be readily acquired through co-operation with the county library. A library building is a necessity in a large high school plant, but the smaller high school can use to advantage a room centrally located and well-lighted. The high school librarian has an opportunity to combine study hall and library; to get away from the usual puerile and distasteful atmosphere of the average study hall with its rows of mutilated desks and lines of uninterested boys and girls seated in school form, and to create instead an ideal environment for study and research.

County libraries furnish to high schools books of reference for their permanent collection and books which are desired for temporary use only, provided the proper contract is made by the high school board with the county library. Whatever reference books are needed constantly are always on hand; those books which are needed only for occasional use are provided whenever a call is made for them. By notifying the library a few days ahead, any member of the faculty may be able to obtain the books desired for his department. If they are not in the library they should be purchased immediately if the funds permit. The State Library can always be depended upon to be the unfailing source of supply where the book cannot be otherwise secured. Periodicals are also subscribed for by the library to go direct to the high school, the faculty making the selections.

The library building or the library room, whichever may be used, should be planned by the librarian insofar as the arrangement and convenience of working are concerned and by the architect for architectural features. All over this land are buildings called libraries planned from start to finish by the architect only with no more convenience of arrangement for the purpose for which they are intended than a bungalow would have for an office building. They serve only as hideous examples of what a library building should not be.

Given the space for a library, it should have battleship linoleum on the floors to ensure quiet. The wall cases or book stacks should be of such height that every shelf can be reached without the use of a ladder. There should be a sufficient number of tables and chairs so arranged as to permit of easy supervision by the librarian. There should be a charging desk of suitable size and form for the use for which it is intended. There should be a catalog case, proper cases for atlases and other large reference books, as well as for the picture collection, magazine and newspaper racks, and a bulletin board. Be the library large or small it needs a quiet book truck, one which does not announce its approach by rattling, groaning or creaking. We notice not long ago in a library where no expense had been spared that the book trucks were of an inferior make, evidently with the mistaken idea of saving a few dollars instead of securing the best thing of its kind, which will last as long as the library itself.

All this equipment is but the setting for the work which may be done with the individual pupil in teaching him how to find information in books. Have you ever heard men arguing about the pronunciation of a word, or the location of a place, or the causes or a war? Why do they not consult the dictionary, or the gazeteer, or the history of the countries concerned? Or at least, why do they not call up the nearest library by telephone? Because they did not acquire early in life the library habit.

If every boy and girl leaving school this month, perhaps never again to return to formal education, knew the resources of a good library and how to find his way among the books and secure the information he needs, he could continue his education without a break, pursuing whatever course made its appeal to him.

It is not too much to believe that in a short time the trained librarian will be considered as important to the elementary or the high school as the teacher of artistic dancing. When that day comes, every pupil leaving behind him the period of formal instruction will have with him the knowledge of how to use a library which will enrich all his after school life.

LIBRARY NOTES

Mr. William J. Ferguson, State Librarian, has gone east, accompanied by Mrs. Ferguson, to attend the meeting of the American Library Association at Saratoga Springs, June 30 to July 5. He will address the association on "What Californians Are Reading." Those who know Mr. Ferguson's ability as a speaker are looking forward to something unique and out of the ordinary.

In Inyo county the librarian, Miss Anne Margrave, has organized a circle of people called "Friends of Reading" after the suggestion of Mr. Willis H. Karr, librarian of the Kansas State Teachers' College. They meet every two weeks and give book reviews. Most of the books thus far reviewed have been those of travel and biography. One evening was devoted to Mark Twain. They meet and have dinner together and hold the meeting afterwards.

At Panama School in Kern county the principal has interested the boys and girls of the upper grades in starting a personal library of good books. With this in view they have earned money in various ways, both individually and collectively, and each one has chosen his favorite book with which to begin to build a library. The list of books was sent to the county librarian, who secured the books, and each time that she went out with a package was received with smiles and whispered, "Here are some of the books." The selection was excellent and shows that good literature is popular in this school.

TEACHERS HONOR SCHOOL HEAD AT INFORMAL MEET

One hundred and fifty members of the Santa Rosa Teachers' Association honored City Superintendent of Schools and Mrs. Jerome O. Cross at a banquet held in I. O. O. F. Hall recently, where Cross was thanked for his friendship and co-operation with the instructors in the Santa Rosa high school district.

Although Mrs. Cross, who is attending the State Parent-Teachers' Association convention in Los Angeles, was not present, the teachers complimented her highly for her hearty co-operation in school activities.

During the banquet, which was served by members of the Girl Reserves, community singing was enjoyed. Many popular numbers were sung in parodies for teachers in attendance. The songs were prepared by Mrs. Marion Greggs of the South Park School. Mrs. Minnie Mills led the singing, while Mildred Turner was accompanist.

Following the banquet a lecture on "The United States in World Politics" was given by Prof. R. G. Gettell, noted economist and University of California professor.—(From Santa Rosa paper.)

Superintendent Cross is to be congratulated on his success in putting over a bond issue, selling bonds, acquiring sites, building schools, and also having the loyal support of citizens and teachers.

The Southern California Science and Mathematics Association held its spring meeting at Pomona College on Saturday, May 24th. The sessions were held in the lecture room of the new chemical building and were presided over by the president of the association, Prof. C. W. Sandifer of the Hollywood High School. The program was as follows:

Greetings.

"An Upper Grade Physical Science," by Joseph M. Sniffen, vice-principal, Franklin High School, Los Angeles.

Discussion of Mr. Sniffen's paper, C. W. Gray, Hollywood High School; Discussion of Mr. Sniffin's paper, M. L. Fluckey, Lincoln High School, Los Angeles.

Business meeting.

Section meetings:

(1) Physics - Chemistry — "Methods in Demonstration," Prof. G. G. Hitchcock; "Demonstration Experiments," Dr. E. P. Bartlett and others.

(2) Biology Section — "The Human Face," Dr. Wm. A. Hilton.

(3) Mathematics Section—"Reorganization of Mathematics Courses," Prof. Walter A. Hall, Chaffee Junior College; discussion from college standpoint, Professor Frank P. Brackett.

BROADOAKS BUILDING BLOCKS, designed by May H. Nichols: Parents and teachers alike, who wish to furnish children with something which will amuse, furnish wholesome recreation and development, will be delighted with these novel blocks. They are "natural, constructive material with which children can build for real play." These blocks are large enough to build real playhouses, cathedrals, skyscrapers, stores and other things that are usually in the make-believe world only, for children. They materialize the make-believe world into actual fact and during the process the child is using his brains and body in constructive fun. When interviewed regarding her blocks, Miss Nichols said:

"Thoughtful teachers frequently question the value of standard kindergarten equipment and wish for something that gives greater opportunity for physical development. Along with this is an ever-increasing demand for material which stimulates and tests logical thinking and creates group interest, thereby promoting normal co-operation. These needs are met by Broadoaks Building Blocks.

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"Kindergarten children love to play with them, constructing their own houses, furniture, trains, boats, towers, etc., while primary children derive pleasure from building stores, aeroplanes, stations and reproductions of cathedrals."

The following are some of the schools which use and endorse these blocks: Broadoaks Kindergarten Normal; Teachers' College, Columbia University, New York; University of California, Southern Branch, Los Angeles; South Pasadena Public Kindergarten; Chino Public Kindergarten; Fullerton Public Kindergarten; San Gabriel Public Kindergarten; Yorba Linda Kindergarten. (Amymay Studio, 527 California Terrace, Pasadena, California.)

FREDERICK F. MARTIN
Superintendent-elect of Santa Monica Schools

The new superintendent of Santa Monica has had an interesting educational career. Mr. Martin was born in Bethany, Mo., on February 15, 1885; obtained his elementary and high school and college education in Missouri and Oklahoma, and his professional education at Yale. In 1907 he received the degree of B.Pd. from the Teachers' College, Springfield, Mo., and B.S. degree in 1908 from Drury College; taught in rural and high schools, then went to Yale University and secured the degree of Master of Arts in 1911. His progress since then has been rapid. From 1911 to 1913, principal Chino Union High School; from 1913 to 1919, district superintendent at National City, Calif.; from 1919 to 1921, county superintendent of schools, San Diego County; from 1921 to 1924, business manager, Pasadena city schools; from July 1, 1924, to (four year contract), superintendent of city schools, Santa Monica, Calif. Salary for first two years, $6,600 per year; second two years, $7,600 per year. Superintendent Martin is noted for his genial disposition, scholarly attainments, and sound business sense.

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ALASKA

A VACATION AFLOAT IN NORTHERN WATERS

By Geraldine Sartain

(Editor's Note.—This travelogue, written by a San Francisco newspaper woman who took the Alaskan trip this summer with a friend, will give teachers the information they wish to have regarding a vacation trip in the Far North. Teachers who are considering such a trip will read of the delights in store for them. Those who wish to escape the routine duties of life will find they have discovered exactly the trip to take, according to this account, which will run for several months in the Western Journal of Education.)

(Continued from last issue)

Luncheon at Lake Bennett!

And such a lunch—one of the most delightful on the Alaskan trip—typical Canadian ranch fare with moose meat stew and crispy wild blueberry pie for dessert.

Everyone was enthusiastic and suggested remaining at Lake Bennett, but the train whistled and we were all off in a scramble for our observation car seats. We skirted the lake for twenty-seven miles, watching the rose and violet shadows of the surrounding mountains reflected in its calm depths.

Carcross was our destination. There we changed for Lake Atlin, that most perfect gem of mountain lakes in the world. In the Caribou Hotel in Carcross, a town of fifty log huts, we saw some of the handsomest furs, for we were now in the center of the trapping region and the land of fox farms.

The steamer Tutshi, a perfectly appointed bit of boatcraft, carried us from Carcross late that afternoon through the purple haze dotted with Indian camp fires twinkling on the shore.

Morning. We changed from boat to railway for the trip across the narrow neck of land to Lake Atlin. At last our dream was realized. We stood on the shore of that fairy-like lake, ninety miles long, in which are reflected the blue, snow-spangled mountains that rise 5000 feet from the water's edge.

Switzerland has nothing finer—the brilliant blue of Atlin with its mirrored beauty would claim every tourist in the world were its attractions better advertised.

"Only one night here," we breathed regretfully, but such a night! The Atlin Inn, a huge brown and white hotel with comfortable, reasonable accommodations, housed us. Just one evening we had to sit about the roaring fire in the great spruce-lined living room and listen to the tales of dozens of hunters who had been further in the interior shooting caribou and bear.

The next morning we started back, retracing our steps to Skagway. From there 'tis but a short run to Sitka, where we steamed in at early evening.

"Why, there's Fujiyama," exclaimed many of the passengers, as they saw great Mt. Edgecumbe rearing its snowy, cone-shaped crest back of this picturesque little town.

For Sitka is like unto no other spot on earth. Originally an old Russian post and the seat of the Russian territorial government before Uncle Sam bought Alaska, as early as 1810 one of the fleet of John Jacob Astor's ships lay in the harbor trading for furs with the Indians.

It is a blending of the old and the new. On the one hand there are modern buildings, schools, canneries with the latest improved mechanical equipment, while on the other a stroll through its quaint streets takes one past buildings of the Russian occupation, beside the famous Greek-Catholic church, and to that leafy paradise, Lovers' Lane, dotted with the finest collection of totem poles to be found any place in Alaska.

We joined our shipmates for a tour of the old Greek Catholic church in Sitka, where an aged care-taker took us about, pointing with pardonable pride to the fine sacred paintings, the silver and gem-encrusted ikons, the handsome vestments woven of gold and silver cloth and embroidered in jewels, the jeweled crowns worn by brides and grooms on their wedding days, the candles in gold and silver swinging frames. The altar is rich with gold and silver, and from the walls comes the soft glow of the warm, rich colors in the fine old canvases of the Madonna and Child, the Annunciation, the Angel Gabriel, the Last Supper, and kindred subjects.

The beautiful Madonna and Child, we were told, was sought by J. Pierpont Morgan, who offered $25,000 for it, but Russians love their church and everything in it is sacred to them.

Mr. Georgeson, head of the government agricultural experiment station, with headquarters at Sitka, was on the "Queen" going up with us, and we paid him and his charming wife a little call in their glass-enclosed mansion at the crest of one of Sitka's hills.

There we heard of the amazing agricultural prospects in Alaska. We also visited the museum and the Sheldon-Jackson school, a last modern touch, and took in the rambling, ramshackle Indian village at the end of one of the twisting streets with their weird Russian names.

Many of the passengers did the greatest part of their curio buying here, for Sitka is famed for the beautiful beaded moccasins, carved ivory and other native handicraft. Stolid, brown Indian women and their chattering youngsters sit upon the pavements in Sitka and offer their wares at the most reasonable prices in all Alaska, and we bought a score of things to take back to California and distribute among our friends.

After several hours the "Queen's" whistle blew, and it was with regret the several hundred passengers wended their way back to the ship. For that was our last new port of call in Alaska. We would stop again at Juneau, Wrangell, Ketchikan and other smaller villages to load on hundreds of cases of canned salmon and other freight. but we hated the feeling that there were no further new fields to explore.

Behind us lay the vast plains and mountains that make up that land of romance and charm, Alaska.

Before us were the winding passageways of the picturesque Inside Passage, again to be unraveled by the good ship "Queen," as we drifted southward on the lazy, restful, beautiful return cruise. Through the almost land-locked waters of the Pacific, down the long stretch of Puget Sound, and out again into the Pacific, we sailed, with our heads turned towards that city by the Golden Gate, San Francisco.

Play days were almost over, and they had been quite the most wonderful play days in all our experience. A little vow we made just between ourselves—some day we are going back and do it all over again and penetrate even further into the alluring recesses of that Land of the Mid-Night Sun!

(The End)

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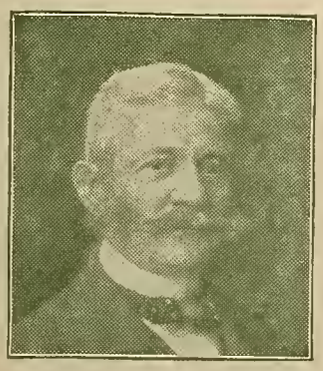

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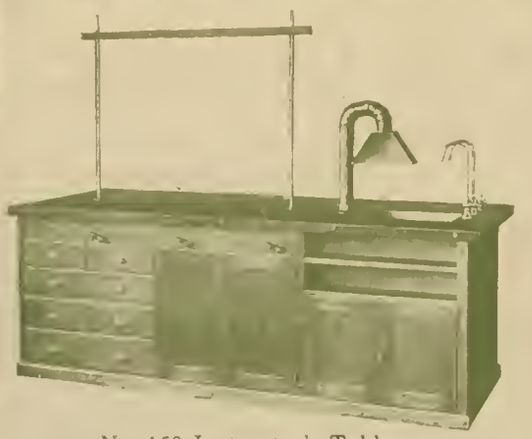

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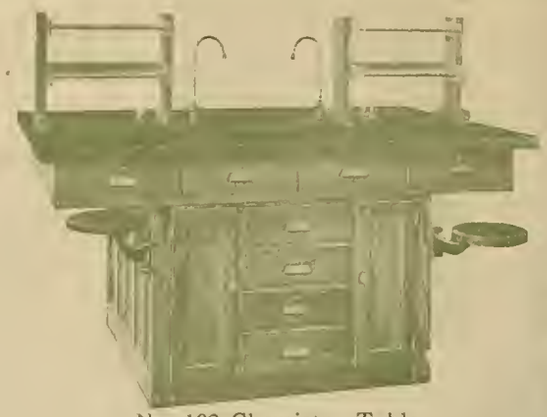

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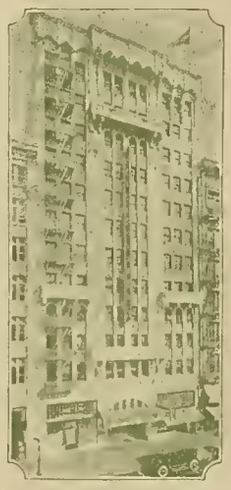

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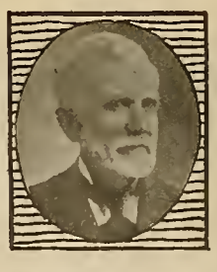

JULY, 1924

A GROUP OF CALIFORNIANS

who made pilgrimages to Historical and Literary Shrines after the meeting of the N. E. A. in Washington. In the above group is Sam Chaney, Roy Cloud, Lawrence Chenoweth, Mark Keppel and W. J. Cagney.

Arthur H. Chamberlain, editor of the Sierra Educational News, made the snapshot at the Pennsylvania State Line after the party had given the once over to the Gettysburg Battlefield.

California topped the list of progressive teachers and school officials who were in attendance at the N. E. A. There were over 100 official delegates.

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By Garfield P. Bowden, University School, Cincinnati. viii + 634 pp. 12 mo. $1.68. To Boards of Education, $1.35.

This book is the result of a long study of conditions relating to general science instruction, and is aimed to meet the present day teaching ideals.

The subject matter complies with the suggestions and recommendations of the Commission on the Reorganization of Science in Secondary schools.

The immediate success of this book the first few months of publication makes it the outstanding General Science text.

ATWOOD, CIVIC AND ECONOMIC BIOLOGY
(1922)

By Wm. H. Atwood, Milwaukee State Normal School. xv + 470 pp. 12 mo. Cloth $1.68. To Boards of Education $1.35.

This is a biology dealing with the science of life as it affects the welfare of the community. The subject matter has been arranged in units and studies, the studies being in each case of proper length for a single class lesson.

The advantages of the problem method have been utilized. The illustrations are both instructive and artistic. The book is packed full of practical, useful and interesting information, organized and developed in the most teachable manner.

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These books will be sent for examination on request. They are listed in the California High School list of text books. Send for catalog.

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ARM-CHAIR TRAVEL

By Ina Brevoort Roberts

I cannot go
To other lands
Where I would know
What change is like;
I cannot be
In places new
Where I would see
The world so wide;
But one may grow
By books and so
I do not ever envy feel
For those who come and go.
The world is wide
But books are like the famous boots;
With seeing eyes and lengthy stride
I view the earth with love and pride
While sitting by my own fireside.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JUNE 23-28, 1924

The State Board of Education met in regular quarterly session in Sacramento, California, June 23, 1924.

The following resolutions were adopted:

Resolved, first, That upon recommendation of the Commission of Credentials we accredit Dominican College at San Rafael for high school certification from and after July 1, 1924; second, that the board establish standards for accreditation of institutions to take effect July 1, 1926, as follows:

(1) The institution is authorized to grant a master's degree.

(2) It has in actual operation a fifth year of college work.

(3) In the school of education is a group of at least four instructors, each of whom teaches at least twelve hours per week.

(4) In the faculty of the institution a majority who possess the master's degree.

(5) An adequate library, with enough professional books on education to meet the needs of all the students.

(6) At least three graduate courses in each of five main subjects taught in high school.

Third, that all institutions accredited for general secondary certification located outside of the State of California be stricken from the list and that the commission of credentials be instructed to consider individual applications from graduates of any of these institutions.

Fourth, that the commissioners be instructed to visit each accredited institution in California between January 1st and June 1st of each year and report thereon to the board during the June meeting.

Superintendent Wood submitted the following report:

"(1) The Commonwealth Fund, with headquarters at New York City, has made a grant of $18,000 to me as superintendent of public instruction, for the purpose of conducting an investigation of the course of study of the elementary schools, with a view to:

(a) The reorganization of the subjects of study now required by law to be taught in the elementary schools;

(b) The elimination of non-essentials in all subjects;

(c) The re-grading of subject matter in all subjects, according to the capabilities of the pupils.

Two committees have been appointed.

The Research Committee consists of: Dean W. W. Kemp, school of education, University of California; Dean E. P. Cubberley, school of education, Stanford University; Dr. B. M. Woods, assistant to the president, University of California; Dr. A. O. Leuschner, University of California; Grace C. Stanley, commissioner of elementary schools; Robert H. Lane, research department, Los Angeles schools; Virgil Dickson, research department, Oakland schools; Clarence L. Phelps, president, Santa Barbara State Teachers' College; Harry B. Wilson, superintendent, Berkeley schools.

All the members of this committee have been engaged in research and together they will assume general direction of the investigation. They, in cooperation with the general committee, will recommend the director who will have direct charge of the investigation.

The general committee will consist of: Superintendent Arthur Walter, Salinas city schools; Superintendent Susan M. Dorsey, Los Angeles city schools; Superintendent Mark Keppel, Los Angeles County; Superintendent Ira C. Landis, Riverside County; Superintendent Mamie B. Lang, Tehama County; Superintendent Fred N. Hunter, Oakland schools; Superintendent J. M. Gwinn, San Francisco schools; Vice-President F. W. Thomas, Fresno State Teachers' College.

It is my request that the State Board of Education designate one of its members to serve on this general committee, which will meet two or three times during the year to consider matters and recommendations growing out of the investigations."

President E. P. Clarke was appointed by the board to serve on the general committee on the investigation of the elementary school course of study.

A hearing of persons on the manual of health supervision and instruction prepared by Dr. Herbert R. Stolz for distribution to the elementary schools was held on Tuesday, June 24, 1924, a protest having been filed by Mr. Douglas L. Edmonds, representative of the Christian Science committee on publications. Mr. Edmonds pointed out changes he desired in the manual. He was supported by Mrs. Dora Stearns, representing the Public School Protective League, and Mr. Fred B. Kerrick, representative of the Christian Science committee on publications for Northern California. Dr. Stolz made answer to the objections. The following persons earnestly requested that the board support Dr. Stolz's plan for the teaching of hygiene: Mrs. Ludwig Frank, San Francisco, representing the League of Women Voters; Mrs. John Collier, Mill Valley, Western representative of the American Child Health Association; Mrs. Mary M. Fitzgerald, principal of the John Swett School, San Francisco, and Mrs. Walter McGinn, president of the Sacramento Women's Council. The board referred the matter of the manual to Dr. Stolz for further consideration. He made certain modifications which were adopted by the board. Whereupon the manual was ordered to print.

Letters were received from school officials protesting against the board's action whereby they would be compelled to furnish copy books out of their local funds. The executive secretary was instructed to inform these school officials that there is a sufficient supply of copy books to meet their demands until January 1, 1925, and that after that date the board expected local boards would furnish copy books under the provisions of Section 1620 of the Political Code.

The list of appointments made to the staffs of the State Teachers' College was confirmed by the board.

At the hearing on the proposal to strike Muzzey's American History from the official list of high school textbooks, S. E. Smith, Pacific Coast representative of Ginn & Company, presented a letter calling attention to an agreement signed by officers of the State Board of Education and by his company which he alleged required the listing of Muzzey's American History as a high school textbook in California for a period of eight years from and after January 1, 1924. After discussion on the matter of the alleged contract was referred to the Attorney-General for his opinion. Messrs. E. P. Clarke, Florence J. O'Brien

and Will C. Wood were appointed a committee to interview the Attorney-General in reference to the matter. Consideration of the merits of the textbook was also postponed until Wednesday of the next quarterly meeting.

In compliance with the request of the art conference held in San Francisco May 8, 9 and 10 and called by the commissioner of vocational education, that the State Board of Education direct the commissioner of elementary schools to urge the county superintendents of schools to include art instructors in the program for their several teachers' institutes, the board referred the matter to the superintendent of public instruction and the commissioner of elementary schools.

The following resolutions were adopted by the board:

Resolved, That beginning July 1, 1925, the State Board of Education will approve no high school course of study unless three full years of English are required for graduation. The commissioner of secondary schools is requested to notify each high school principal and to make the necessary changes in bulletins stating the high school requirements.

Resolved, That after July 1, 1925, the State Board of Education will approve no high school course of study which allows credit toward high school graduation for elementary school subjects including penmanship, spelling and commercial arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade and standard.

The following interpretation was approved:

In the list of academic subjects from which students may choose three-year courses mathematics was defined to include general mathematics, algebra, geometry(plane and solid), trigometry, plane analytic geometry; Social Science to include history, civil government, geography, community civics, vocational guidance, sociology and economics; physical and biological science to include general science, physical geography, biology, botany, physiology, zooology, chemistry, physics.

The printing of a bulletin on a course of civics, prepared by Mrs. Grace C. Stanley, was authorized.

The State Board high school credential of Curtis B. Locklin was revoked on account of fraud in the application.

The following resolution was adopted:

"Graduates of junior colleges entering teachers' colleges after January 1, 1925, shall be required to complete a minimum of 42 additional units of work in the teachers' colleges to qualify for the general elementary or general kindergarten-primary diploma. Professional work taken during summer session may be counted toward the 24 semester hours of professional work in education required for graduation."

The textbook department was authorized to sell old state textbooks which had accumulated in the warehouse and were damaged to such an extent that they were useless.

The following resolution was adopted:

"Resolved, That the sum of three thousand dollars be set aside from the salaries fund of the general appropriation of the State Board of Education for the employment of experts to handle the rehabilitation service during the six months' period ending December 12, 1924, and that the president and secretary, cooperating with the chairman of the vocational education committee, be authorized to make such arrangements as may be necessary for carrying out the intent of this resolution.

"Resolved further, That this board express appreciation of the cooperation of the special committee appointed by the Governor for the investigation of this problem and to the industrial accident commission for its offer of cooperation."

Requirements for an educational research and guidance credential of secondary grade were approved.

The board tendered the position of assistant supervisor of physical education to Miss Winifred VanHagen, the appointment to be effective not later than September 1, 1924.

Retirement Salary Business

Refunds of erroneous salary deductions were granted amounting to $187.00.

The board invested $240,000 in bonds for the benefit of the teachers' permanent fund.

Retirement salaries were granted as follows:

Under Section 14 of the Law: Emma Josephine Breck, Oakland; Almatie Coffeen, San Diego; Mrs. S. Estelle Greathead, San Jose; Mrs. Ida M. Harmon, Eureka; Nicolina Johnson, Los Angeles; Edith R. Reed, Los Angeles; Mrs. Grace Holmes Stewart, Stockton; Mrs. Helan A. Van Heusen, Sacramento.

Five Hundred Dollars per Annum: Margaret P. Anderson, Sacramento; Mrs. Susan H. Bigelow, San Francisco; Jane A. Bigley, San Francisco; Mrs. Bertha B. Bulson, Riverside; Mrs. Bessie Powell Burgoyne, Los Angeles; Jessie M. Chandler, Long Beach; Maude Emma Clock, Wright; Alice Sturgis Coleman, Norman, Oklahoma; Margaret C. Cooney, Berkeley; Earl B. Cronkite, Patterson; Charles Edward Dingle, Woodland; Anna Louise Dodge, Stockton; Cornelia Duren, Los Angeles; Prudence P. Faddis, Los Angeles; Mrs. Annie M. Greene, Porterville; Laura Heineberg, San Francisco; Adeline Louise Hughes, Sacramento; Luella R. Hutchinson, Los Angeles; Mary Joy Lombard, Redlands; H. Amanda Longenecker, LaVerna; Lizzie McCorkell, San Francisco; James M. McIntosh, Monterey; Anna McSweeney, Santa Cruz; Rose Devol Ruff, Rackerby; Mrs. Ella Dixon Smith, Los Angeles; Eva M. Storer, Fresno; Carrie O. Swank, Visalia; Rose Ward, San Luis Obispo; Charlotte E. Prevost, San Francisco; Alice B. Shields, Los Angeles; Ella M. Bailey, San Francisco.

The Board adjourned to meet in Sacramento October 6, 1924.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

JOTTINGS OF A TRAVELING BOOKMAN

Miss Vinnie B. Clark, head of geography of the San Diego State Teachers' College, is in Europe this summer. She will spend a greater part of her time in Austria-Hungary. Miss Clark is gathering material for a new book on the geography of Europe.

The Santa Barbara State Teachers' College, under President Clarence L. Phelps, has had a particularly successful year. Fifty-seven students were graduated in June. Mr. Phelps has been carrying out research work on educational objectives for the state committee of the California Superintendents' Association, working on a new elementary course of study.

Of interesting note is the building project now on at the summer session at Santa Barbara. A class is being held in practical carpentry. This class is constructing a two-story building for the mechanical arts. Mr. Phelps is superintendent of construction.

The students in architecture made the preliminary sketches and the final plans were drawn by the state department. The material is being paid for by the state and will cost the state $8,000. The estimated cost of the building is $15,000. The students are donating some $7,000 worth of labor in getting credit for the course in practical carpentry. Last year this class built a house for a private person which was sold at a profit of $1500. This year Mr. Phelps thought that the college should receive the benefit of the work.

Wm. Q. Osborn, principal of the Carpinteria Union High School, has had his contract renewed at an increase in salary. Fourteen students were graduated this year out of a school of seventy pupils. Ten thousand dollars will be spent for a new unit next year.

C. S. Cramer, head of the science department of the Willard Junior High School, Berkeley, is a research student in archaeology. He is now working on the decipheration of Maya inscriptions.

Miss Nancy Gertrude Milligan, elementary school supervisor of San Diego city schools for the last four years, has resigned. Miss Emma Baldwin, her assistant, will have charge of the work previously carried on by Miss Milligan.

The San Diego city schools, under Superintendent Henry C. Johnson during this last year, have made a tremendous advance. The campaign of a big building program, the printing of an elementary course of study by grades which is to be continued through the junior high school, formation of plans for the new year, have kept Superintendent Johnson busy.

At the present time the Woodrow Wilson Junior High School, costing some $300,000 with a capacity of 1200 students, is under construction. A McKinley grammar school costing $125,0000 is being built. Additions to some six elementary buildings are under way. Over a million dollars is being spent for elementary school construction.

At the Senior High School a large auditorium—a separate building—is being completed at a cost of $275,000. This auditorium will seat 2500 people and is the largest gathering place in San Diego. The stage is huge with dressing rooms and rooms for dramatics.

A new senior-junior high school is soon to be erected on Point Loma on one of the most beautiful sites in the world. The San Diego Bay, the city itself, Coronado, the Pacific Ocean, the mountains of Mexico, are in full view of this site.

Mr. Johnson is giving a course in civic education this summer at the San Diego State Teachers' College.

Miss Beulah M. Hartman, county supervisor of schools of San Bernardino County, took work in education at the summer session at Berkeley this year.

Walter R. Hepner, assistant city superintendent of schools of Fresno, took several courses this summer at the University of California at Berkeley. Mr. Hepner is working on his Doctor's Thesis. He expects to receive his Doctor's Degree next year in education on original work done in the Fresno schools.

G. V. Whaley, superintendent of Pomona city schools, is giving courses in education at the summer session of the Chico State Teachers' College at Sisson this year.

Charles Scribner's Sons & Company have secured the services of S. M. Bevis to handle their textbook business in Southern California. Mr. Bevis will also travel extensively on the coast. Mr. Bevis is a graduate of the University of Washington of the class of 1921. He has previously to this been employed by the Certainteed Products Corporation.

Ginn & Company have obtained the services of Elbert F. Burrill of the San Mateo High School and Junior College as one of their traveling representatives. Mr. Burrill will handle high school business for Ginn. He will travel the coast section of California from Ventura north. Mr. Burrill is a graduate of the University of California of the class of 1921. In the San Mateo Junior College Mr. Burrill handled economics and taught commercial subjects in the high school.

A. L. Vincent, superintendent of Ventura grammar schools, has put over a bond issue for $60,000. The vote was 125 to 0. Mr. Vincent could hardly receive a stronger endorsement of his work in Ventura.

Ira C. Landis, superintendent of Riverside county schools, is leaving the first of August on a trip east.

Miss Hortense Gregory of the Wheeler Publishing Company of Chicago is spending three months this year working county boards of education and normal schools of California.

L. H. Putney of Little, Brown & Company has been working California this summer.

Miss Eva D. Edwards, supervisor of schools of San Bernardino County, is on a trip to Europe. She expects to return in October.

Miss Caroline S. Waters, San Bernardino County librarian, fulfills many demands. Her problems call for the furnishing of books to such schools as the Bagdad school on the Mojave Desert. There were nine pupils enrolled and there were seven nationalities enrolled—Chinese, Mexican, German, French, English, Spanish, Italian.

Mrs. E. M. Ingels, who was Miss Blanche Cummings, director of research of the Fresno city schools, is living in Berkeley.

NOTES ON UNIVERSITY OF CALIFORNIA SUMMER SESSION AT BERKELEY

The attendance at the summer session of the University of California at Berkeley this year was 5150.

The book company exhibits held in the Wheeler Hall, University of California at Berkeley this summer, were well visited. Book companies and persons in charge were: The Charles E. Merrill Co., Thomas P. Horn; Ginn & Co., F. A. Rice, J. O. Tuttle, E. F. Burrill; The Macmillan Co., John H. Beers, C. E. Cave, Jesse A. Ellsworth; John C. Winston Co., W. C. Harper; Laidlaw Bros., R. E. Laidlaw, W. H. Laidlaw; Rand, McNally & Co., C. W. Beers; Benj. H. Sanborn Co., C. W. Roadman; American Book Co., Miss Florence E. Mesewen; The Gregg Publishing Co., Miss E. S. Adams; Milton Bradley Co., Miss G. E. Hussey; D. C. Heath & Co., Geo. T. Babcock; World Book Co., R. S. Jones; Henry Holt & Co., A. B. Mavity; D. Appleton & Co., John F. Hargraves, Miss Helen Barker; Allyn & Bacon, R. C. Hamilton; Charles Scribner's Sons, S. M. Bevis; Silver-Burdett & Co., E. R. Colvin; South-Western Publishing Co., K. W. Mitchell, Miss Ruth Eckerty; The Ronald Press Co., H. S. Pratt; Houghton-Mifflin Co., J. E. McKown; H. M. Rowe Co., Miss Grace E. Ball, E. T. White; Harr Wagner Publishing Co., Putnam, Blakiston, Dean Wilson, W. M. Culp; Lederer, Street & Zeus; Spencer Lens Co.; University Apparatus Co.; Visual Education Bureau; Hygeia.

The California High School Teachers' Association held their annual meeting in Agricultural Hall at the University of California, Berkeley, July 15, 1924. A small crowd was in attendance to hear the able series of addresses given.

President Horace M. Rebok of the association gave a strong talk upon the responsibilities of American citizenship. He advocated giving of the suffrage to high school graduates of the age of eighteen and the forcing of citizens to take a more active interest in government.

Roger S. Phelps, principal of the Corcoran High School, spoke of articulation of school and community; Dr. Leonard Lundgren, director of adult education, San Francisco public schools, gave an analysis of California school statistics; Dr. Jesse Burks, Lowell High School, San Francisco, discussed the same subject as Dr. Lundgren; H. A. Binder, San Francisco manager of the Massachusetts Mutual Life Insurance Company, addressed the convention on a business man's views on education; Dr. Charles G. Reigner of Baltimore, Maryland, discussed current tendencies in commercial education.

Miss Isabel Gilbert, supervisor of Riverside County schools, spent considerable time this summer at the summer sessions of the University of California at Berkeley and the San Francisco State Teachers' College.

Miss Yetta Shoninger, professor of education and director of professional curricula, San Jose State Teachers' College, gave two courses at the Berkeley summer session—one on the "Principles of Elementary Education", the other on "Organization of Kindergarten-Primary Education".

Miss Mabel E. Simpson, director of elementary grades and kindergarten, Board of Education, Rochester, New York, used Harold W. Fairbanks' geography of California, United States and the World in her class in geography at the Play School at Berkeley this summer.

William H. Hanlon, superintendent of schools, Contra Costa County, California, gave a course on "County School Problems" at the intersession at the University of California, Berkeley, this year.

Wm. John Cooper, superintendent of Fresno city schools, had large classes in civic education at the Berkeley summer session.

Albert C. Olney, commissioner of secondary schools, State Department of Education, Sacramento, gave a course in "Principles of Secondary Education" at Berkeley.

The Play School at Berkeley this summer, under the direction of Mrs. Daisy Alford Hetherington, was as popular as ever.

Miss Martha Olsen, kindergarten-primary supervisor, Evanston, Ill., was in charge of the demonstration class in reading at the Berkeley Play School.

J. A. Joyce, district superintendent of Taft grammar schools, spent several days in Berkeley this summer securing teachers.

At the present time of writing there have been some thirty-five changes in California high school principalships which have been filled as follows: Banning, Barkley W. Bradley; Biggs, F. B. Smith, principal of Colusa last year (L. S. Pratt of Biggs goes to Los Angeles city schools); Big Pine, Carl J. Bergman, promoted from same school; Brawley, C. N. Vance, principal at Grassmont last year; Holtville, Geo. R. Monryer, was principal of Brawley; Clovis, I. F. Stewart, district superintendent of Sanger grammar schools last year; College City, Carl M. Enlof, promoted from same school; Colusa, H. O. Williams, principal at Tracy last year; Tracy, O. S. Imhof, promoted from same school; Danville, Paul C. Bickel, from the Piedmont High School; Dos Palos, A. E. Clark, from Santa Clara High School; Elk Grove, Roy E. Learned, from College City; Ferndale, H. W. Auten, promoted from same school; Grassmont, George H. Harklerood, promoted from same school; Gustine, V. R. Belieu, principal at Danville last year; Half Moon Bay, D. C. Barnett, from Rio Vista High School; Kelseyville, Hugh

Hunter, from Concord High School; Kingsburg, I. V. Funderburgh, from Fresno High School; McCloud, M. C. Harris; Monterey, J. H. Graves; Mountain View, B. Nevison, from University High School, Oakland; Napa, E. E. Crawford, from Idaho Falls, Idaho; Nevada City, E. C. Eby, from Dos Palos; Oakland Technical High School, Howard W. Welty, vice-principal, promoted; Roseville, J. W. Hanson, vice-principal, promoted; Santa Cruz, W. E. Elmer, at Stanford last year; Santa Rosa, G. W. Spring, principal Sutter High School last year (E. H. Barker goes as head of mathematics department of the Piedmont High School); South San Francisco, Guy J. Roney, principal last year at Half Moon Bay; Susanville, Robert M. Fulton, vice-principal, promoted (Jno. S. Landrum, last year's principal, goes to Reedley as science teacher); Sutter, L. A. Wadsworth, promoted from same school; Turlock, Leroy Nichols, vice-principal, promoted; Vallejo, C. S. Peck, promoted from grammar school principalship in same city; Willows, Simon P. Nannaniga; Woodlake, R. S. Hicks, principal at McCloud last year; San Bernardino, Ira Kibby, from Stanford University.

California summer schools this year enrolled the largest number of students in their history. The registration in the fourteen institutions totaled 15,196. Of these some 12,000 were teachers or persons preparing to teach. The enrollment by school was reported as follows: University of California, 5150; Southern Branch of University of California, 3402; San Francisco State Teachers' College, 1043; San Jose State Teachers' College, 851; Chico State Teachers' College, 232; Santa Barbara State Teachers' College, 286; Humboldt State Teachers' College, 154; San Diego State Teachers' College, 489; Fresno State Teachers' College, 290; University of Southern California, 2001; California School of Arts and Crafts, 232; Stanford University, 833; Occidental College, 95; Pomona College, 138.

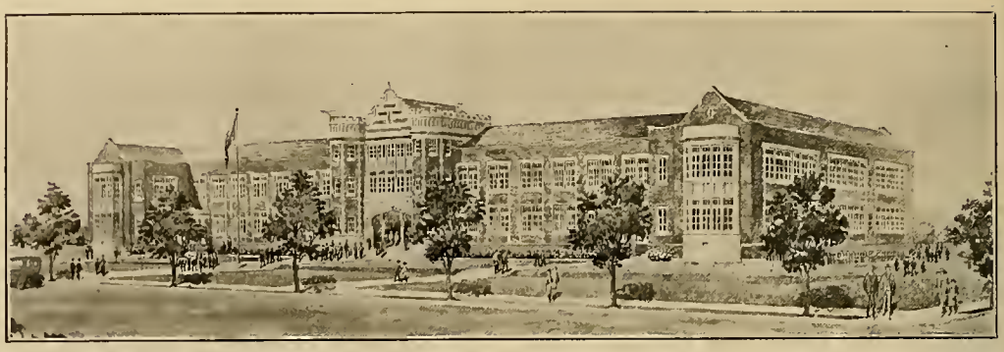
Thomas J. Terry, principal of the Jackson High School, attended the summer session at Berkeley this year.

W. A. Ferguson, principal of the Porterville High School, spent several days in July in Berkeley securing teachers.

George Schultzberg, county supervisor of schools of Calaveras County, spent the summer at the Berkeley summer session.

John D. Sweeney, superintendent of Red Bluff grammar schools, attended the University of California summer school at Berkeley this year.

Grace Chandler Stanley, State Commissioner of Elementary Education, held an interesting convention of rural school supervisors at the San Francisco State Teachers' College, July 25 and 26. Will C. Wood, Archibald Anderson, Mrs. Stanley, Superintendent Clark of Sonoma, Superintendent Lee of Yolo, Superintendent Walter of Salinas, Superintendent Davidson of Marin, Superintendent Elmore of Stanislaus, were among those who spoke. A second conference will be held at Los Angeles August 1 and 2.



MONTEBELLO UNION HIGH SCHOOL—MARK R. JACOBS, DISTRICT SUPERINTENDENT

Montebello, the key city between Los Angeles and the Quaker City, Whittier, on the Whittier Boulevard, with oil derricks in its environs, with an increasing population, with a strong sense of civic pride, is on the upgrade. Under the guidance of Mark R. Jacobs, district superintendent of schools, Montebello will house its high school pupils this coming September in a magnificent new high school plant.

The new high school building is situated on a twelve and a half acre tract lying on the Whittier Boulevard. At a cost of $400,000, a beautiful two-story structure has been erected, built of pressed brick, of Tudor style in architecture—it gives an imposing appearance to the passerby.

The building has a 260-foot frontage. The center section is given over to administration and classrooms, the right wing to domestic science and art, the left wing to the physical sciences. Of especial notice are the unique laboratory arrangements—large rooms, arranged as combined laboratory and recitation rooms. On the third floor of the middle section is the music room, which will be used for public speaking, band and orchestra.

The auditorium seats 1200 people and is equipped with a regulation stage.

One of the special features of the equipment is the loud speaker system which is installed in every room. The arrangements are such that one or all rooms can be spoken to at once. The cost of installation of this system was $2300.

In addition to the high school construction program, Mr. Jacobs as charge of the building of two new elementary schools, each costing $55,000. One will be named the Bandini School, the other the Wintergarden School.

The Montebello system now comprises six elementary schools and a senior high school. Some 1500 pupils are enrolled. Fifty-five teachers will be employed next year.

Mr. Jacobs has been in charge at Montebello for the last six years and is building up one of the best educational systems in Southern California.

ANALYSIS OF CALIFORNIA SCHOOL STATISTICS

By Leonard Lundgren, Ph.D.,

Director of Adult and Vocational Education, San Francisco Public Schools.

The research state of mind is cultivated only through a great deal of training and self discipline. Most men formulate a hypothesis and then endeavor to prove it to be correct. The mind set naturally collects favorable data. Considerable effort is necessary to secure unfavorable facts. It is only human to overlook them. The true research student has learned to secure all of the facts, to eliminate those that are not necessary, to present the essentials in a logical order and in an intelligent manner, and finally to sum up his conclusions in clear, convincing statements, irrespective of the premise he may have had when commencing his study.

The purpose of graphs and tables of figures as far as the general public is concerned is to present a correct, complete mental picture of the subject under consideration. The fact that expert accountants and others have a particular result to secure and anticipate that their figures will be examined by others as competent as they are, has given rise to the remark, "Figures don't lie, but statisticians will figure." Therefore, before presenting statistics in published reports, tables and graphs should be carefully reviewed so that the mind of the average reader of the report will not be unintentionally mislead. To make this point clear, I ask permission to cite two illustrations not taken from the report of the Committee of Fifteen.

In the following table the column 'Annual salaries pair teachers" is derived from the report for the current year of a school with which I am acquainted. The small amounts are due to the fact that several new full time teaching positions were authorized during the last half of the year.

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Since certain school authorities wish to know the net amount paid out for each teaching position during the year, an average of $1,779 is shown. This figure is less than any annual salary rate paid in the school.

Teacher	Annual Salaries Paid Teachers	Salary Rate Per Annum
No. 1	$ 3,690	$ 3,780
No. 2	2,760	2,760
No. 3	2,300	2,760
No. 4	2,300	2,300
No. 4	2,300	2,300
No. 6	2,300	2,300
No. 7	2,300	2,300
No. 8	2,300	2,300
No. 9	2,100	2,300
No. 10	1,900	2,300
No. 11	1,900	2,300
No. 12	1,900	2,300
No. 13	1,788	2,100
No. 14	1,597	1,900
No. 15	984	1,900
No. 16	575	1,900
No. 17	448	1,900
No. 18	315	1,800
No. 19	142	1,800
Total	$33,899	$43,300
Average	1,779	2,279

Now consider the column, "Salary rate per annum." It shows the salary rate per annum for each authorized position in the school. The average, $2,279, is the figure that the ordinary person has in mind when desiring to know the average salary paid.

Another illustration is from a report by a national professional society on salaries of members based on years of experience after graduation from college.

Person	Salary 30 Years After Graduation	Person	Salary 30 Years After Graduation
No. 1	$250,000	No. 16	$ 8,400
No. 2	20,000	No. 17	7,800
No. 3	17,500	No. 18	7,800
No. 4	15,000	No. 19	6,000
No. 5	15,000	No. 20	6,000
No. 6	12,000	No. 21	6,000
No. 7	12,000	No. 22	6,000
No. 8	12,000	No. 23	5,000
No. 9	10,000	No. 24	5,000
No. 10	10,000	No. 25	4,800
No. 11	10,000	No. 26	4,800
No. 12	9,000	No. 27	4,800
No. 13	9,000	No. 28	3,600
No. 14	9,000	No. 29	3,600
No. 15	9,000		
Total			$499,100
Average			17,210
Median			9,000

In cases like this, the average salary is deceptive to the common man. This fact has led to the development of another statistical device called the median. In the above illustration, it is the salary of the average person or middle designated person if salaries are arranged as shown. In published reports it is the duty of those compiling the specific data to supply the figure that is not misleading.

Another device, which is misinterpreted by nearly all of us, but one that is frequently used to save paper, is the representation of unequal intervals by equal spaces. This has been done in many tables and graphs in the report of the Committee of Fifteen. Table 4, page 39, is an illustration. Many of the graphs in the volume would look different if drawn to scale.

In another way, Table 6 of the report, besides an obvious error in the graph itself, raises an interesting point. The median number of students per teacher for all of the schools is stated as 14.5. Since the total number of students is 113,132 (Table 3) and the total number of teachers is 5,785 (Table 4), the average number of students per teacher is 19.5. I believe that Table 6 should have given the number of students of the median teacher instead of the number of students per teacher in the median school. These are very different quantities.

Table 10 of the report raises another question. When a technical term, such as "age" in this instance, is used in a table, it should always be defined, since different meanings may be attached to it. For example, 14 years of age is generally taken as the whole year period between the 14th and 15th birthdays. Statistically, however, it means 14½ years of age, for statisticians often define 14 years of age as the period a half year before and a half year after the 14th birthday. Statisticians also use other age definitions which must be understood by the reader if he is to get a clear realization of the facts set forth.

It is not my intention to discuss every table and graph of the report. School statistics should be compiled from the viewpoint of the average reader. The graphs and the conclusions in the contribution on "Tenure" in the report puzzled me for some time. Finally it occurred to me that the high schools of our state have doubled in attendance during the past four years and consequently that the number of teachers must have doubled during the same period. Therefore, figures on attendance by years in the various schools should have been presented, then the number of additional teachers required each year, due to this increased attendance, should have been computed and this natural increase deducted from the figures given in the report in order to determine the true turnover of teachers. If this had been done, the results would not have been so startling.

More time than that allowed to fill out the questionnaire should have been afforded those to whom they were submitted. I can sympathize with the recipients of such gifts, since the only time I have to do such work is during holidays or week ends. I have scores of small jobs in my basket waiting for a slack time before I may give them the proper attention. If a task is to be done at all, however, as the old saying goes, it should be done as well as possible, and time is an essential element of the contract in a matter like this. At least one follow-up letter should always be sent in such cases. Business has found that follow-up letters pay. Certain parts of the report would have been considerably improved if more time had been permitted for the filling out of questionnaires and if follow-up letters had been used more freely.

In closing this brief and incomplete analysis, I wish to congratulate the Committee of Fifteen and others who have contributed to this Report. A tremendous volume of valuable work has been done and I trust that it will be continued.

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WESTERN SCHOOL NEWS

Mrs. M. M. FitzGerald of the John Swett School was the representative of the San Francisco School Department before the State Board of Education on the hearing of the Dr. Stolz health program.

The Pasadena Star of June 20 devoted more than twenty pages, illustrated, to the graduating exercises of the school. It featured the features of John Franklin West, city superintendent, principals, teachers and students. It was a great issue and shows a worthy spirit of co-operation.

Fresno School Costs Get $102,292 Cut

As the result of economics in the school system for the next fiscal year, a saving of $102,292 is made possible in the budget for school purposes, Superintendent of County Schools Clarence W. Edwards informed the board of supervisors recently. The saving is secured by reductions in the basic rate for elementary and high school taxes, resulting in a saving of $96,292 and of $5,500 in general expense of the superintendent's office, Edwards said. This reduction will assist the supervisors in accomplishing a basic tax rate of $2 this year, members said. The tentative rate was at $2.11 without the school reduction.

The school men and women are delighted at the promotion of Archibald Anderson to acting president of the State Teachers' College, San Francisco. There are more than one thousand teachers attending the summer session. Among the notable teachers this year are Grace Stanley, state commissioner of elementary schools, and Adelia Samuels, author of "An About-Face in Education" and director of the State Demonstration School at Cucamonga.

The California School of Arts and Crafts held a successful summer session. Mrs. Grace Stanley, state commissioner of elementary schools, was one of the instructors, and used Patriotic Writings for American Students by Hill for a text in her classes. This school is accredited by the state. L. H. Meyer has been one of the few men in California that has held to his ideals and given service as an educator and founded an institution that deserves well of the public, without recourse to taxation or endowment funds. He has, however, given his life to the work in an unselfish spirit.

Judgment has been awarded Superintendent Paul Stewart of Santa Barbara for his full salary as fixed by the board of education. The court ruled that the superintendent is an employe of the board of education and is not a constitutional officer, and does not come under the Supreme Court decision that it is unconstitutional to raise the salary of a public official during the term for which he was regularly elected.

Principal Van Dellen of Salinas was favorably mentioned for Congress in his district recently.

Hon. Will C. Wood and Mrs. Wood were the guests of honor of the Sequoia Club, San Francisco, on Thursday, July 17.

Mrs. Robert Harper, mother of W. C. Harper, representative of John C. Winston Company, passed away recently in Melbourne, Australia.

Mark Keppel, Roy Cloud, Sam Cheney, LawrenceChenoweth and Arthur H. Chamberlain during their visit to the East made a tour of the historical and literary shrines, including the Shenandoah Valley, the battlefields of Gettysburg and Fredericksburg, the home of "Barbara Fretchie." Roy Cloud has been writing a series of interesting articles for the Redwood Times-Gazette.

Thaddeus Rhodes, principal of the Daniel Webster School, San Francisco, who was in temporary charge of the high school texts and supplementary material for the elementary schools, wrote a letter that was quite remarkable in its spirit of good will and co-operation both to his successor and to the various publishers and dealers with whom he had to deal in the conduct of his job. Mr. Rhodes' unfailing courtesy and frankness and fairness will always be remembered and appreciated.

Dr. W. F. Hatch of the Crocker Junior High School, San Francisco, is spending his vacation in Mexico City. Dr. Hatch is one of the leaders of the California Schoolmasters' Club, and has taken a prominent part in the promotion of educational measures.

Ruth Thompson has prepared for Bruce's American School Board Journal an article on the San Francisco schools and one on the business management of the Los Angeles city schools. These articles will be published at an early date.

H. G. Clement, city superintendent of the Redlands schools has been re-elected to serve for another four years with a substantial increase of salary. Mr. Clement has also served as a member of the San Bernardino County Board of Education for a number of years and is still a member of that body.

A. E. Monteith, superintendent of the Redwood City schools, has another building to his school system this year. This structure is the former high school which has been rebuilt and will house several hundred children during the coming years.

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Dr. Steadman, formerly of Stanford University, has been appointed president of the State Teachers' College of Arcata. The graduates of the Stanford are coming more and more to the front in school administration. Dr. Cubberley's work as a school administrative expert has secured a national reputation, and graduates from his department are making a success.

At the High School Principals' Convention at Santa Cruz, given under the direction of James Ferguson of Chico, it was a surprise to check up on the number of administrative positions held by graduates of Dr. Cubberley's department at Stanford. Dr. Cubberley has won out tremendously in getting his program across for a trained educational leadership. He has not succeeded always in getting his theories incorporated into laws, but laws are not necessary to the real educational leader.

R. B. Crandall, formerly of the College of Agriculture, University of California, has been appointed president of the California Polytechnic School at San Luis Obispo. Prof. Crandall is an energetic man of splendid abilities and will certainly make a success of the administration of the school.

The American Beauty Shop is now located at 974 Sutter street. The beautiful parlors will delight you, and Mrs. S. F. O'Leary will extend every courtesy and give you the most professional treatment in all her lines of beauty culture.

Mr. Clinton L. White announces the marriage of his daughter Edith to Mr. Sam H. Cohn on Wednesday, the ninth of July, 1924, at Sacramento, California.

The many friends of Mr. Cohn, who looked upon him as a confirmed bachelor, will be surprised to read the above notice. Sam Cohn as a statistician, as an educational philosopher, as a literary critic, as a genial, good fellow, is known wherever the language of pedagogy is spoken. This glorious adventure of Mr. Cohn's into the paradisean fields of matrimony now leaves "Scotty" and J. O. Tuttle with a surplus of single blessedness. Miss White is a member of the city board of education of Sacmember, a member of many clubs, and possesses a charming and efficient personality.

THE 1924 HEALTH EDUCATION CONFERENCE

"The ultimate responsibility for the health education of the child lies with the classroom teacher." The teacher is "the cloud by day and the pillar of fire by night" who will lead her children into the promised land of health and happiness. This was the opinion expressed by the educators, pediatricians, physicians, nurses, nutritionists and public health specialists from all geographical sections of the United States who attended the Health Education Conference at the Massachusetts Institute of Technology, Cambridge, the week of June 23rd to 28th.

This conference was arranged by the Health Education Division of the American Child Health Association, at the invitation of the Department of Biology and Public Health of the Massachusetts Institute of Technology. The members of the conference divided themselves into two main groups for the purpose of discussing how the teacher may best be helped to shoulder her great responsibility. The School Administration Section, of which Miss Emma Dolfinger, staff associate of the Health Education Division, American Child Health Association, acted as chairman; and the Teacher Training Section with George H. Black, principal of the Washington State Normal School, Ellensburg, Washington, as chairman. Prof. C. E. Turner of the Massachusetts Institute of Technology was chairman of the general sessions at which the conclusions of the section meetings were presented and discussed.

Miss Mabel Bragg, assistant superintendent of the Newton, Mass., public schools, struck the keynote of the conference when she said:

"This is the most wonderful time in the world for health education to come into its own, for the school curricula are being made over to meet the physical, mental and spiritual needs of the individual child. Health must be taught and the people who are working out how it shall be done are the classroom teachers in the public schools. Some teachers say they haven't time, but what is time for except to promote the physical, mental and spiritual life of the child? In order to do this, we must bring all the forces of the school administration into cooperation. We cannot wait for perfect organization and the development of perfect methods. One drawback in this movement is that we are not successfully using the agencies at hand. We must take things as they are and see what can be done. If the principal, the classroom teacher, the parents, the doctor, the nurse and the physical educator all care, the child will care, and nothing can stop this health movement."

Summary of Conference

A summary of the principles developed and points emphasized at the conference was presented and adopted on the closing night. The recommendations in this summary were grouped under six main heads:

First, the personal health of the teacher in service and the teacher in training; second, the personal health of the pupil as presented in a report on the duties of physicians, nurses, teachers and parents in relation to the examination of the child; third, the principles underlying the gradation of subject matter from kindergarten to college, and courses of study for the teacher in training; fourth, the functions of the specialists in a school health program; fifth, the care of the pre-school child; and sixth, suggested tests for measuring certain results in health education.

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BUILDING UP SCHOOL SPIRIT

By Ernest E. Oertel

Princial, Galt Joint Union High School

Schools are sometimes rated according to what might be called their esprit de corps. It is true that schools, like military or other highly organized human units, do reflect a certain characteristic atmosphere or disposition. Some schools, it is said, are live and up and doing. The students are organized in good fellowship and they are known to have "lots of pep." Other schools are institutions to which students come reluctantly for something they seem not to want. There is no organization, no healthy school activities, no real school spirit.

Naturally the school brimful of action and spirit seems from all angles to be the desirable school. Now the questions that arise are: What makes some schools have a better espirit de corps than others? How can this desirable enthusiasm be created and developed?

Doubtless local conditions, types of student material, and equipment have much to do in creating a proper school disposition, but the person who has learned from experience what a vast influence the personality of a teacher invariably has over a group of students, is convinced that the administration, the faculty, is largely responsible for the morale of any particular student group.

It is sometimes believed that it is difficult to develop any great amount of school spirit in the smaller schools—the high schools, say, of from 100 to 200 students, to which type a great majority of our schools belong.

It seems to the writer, however, that in schools of this size the maximal school spirit can be developed. In fact, in most schools in this class conditions are ideal for the building of a strong social consciousness. Frequent individual contact with all members of the student group on the part of the administration, not always possible in larger schools, makes for better understanding and greater loyalty, provided, of course, the faculty members have the right personality, the necessary tact, and an ability to see the students' point of view. In these smaller schools the entire student body can get together on a call from the office, and since the whole group can work as a unit in special or regular assemblies factions are not likely to wax strong. Moreover, schools of this size are sufficiently large to engage in all sports and activities that have legitimate places in the secondary schools, and yet are not too unwieldly to permit the right sort of faculty supervision.

Unquestionably, the first steps to be taken by the administration and teachers of any school in building up school spirit are in directing, encouraging and subsidizing all school activities. Students will always organize themselves into groups for the purpose of accomplishing some end. That is in keeping with human instinct. Now if the students' organizations are directed, be the motive for such organization athletic, dramatic, musical, literary, or forensic, it is usually possible to build up a student organization that will do much toward making for a greater school spirit. Direction and supervision on the part of the faculty are prime essentials, yet this coaching must not be too apparent as such. Students in all cases must feel that they are actually doing things for themselves.

The writer has enjoyed the work of developing school spirit more than any of his other duties as a school executive. Students are just ordinary human beings, and they like to feel interested and enthusiastic in whatever they do. An interested and enthusiastic student usually is a good student. There are many educational methods and practices for motivating and vitalizing regular academic subjects, but just now we are considering the development of school spirit particularly in extra-curricular activities.

If my readers will pardon me for relating personal experience I shall indicate how I have found it possible in three different high schools to increase fully fifty per cent this intangible thing called school spirit.

As has been suggested, some student activities will always get started. The thing that the faculty wants to do as soon as they do get started is to support them, keeping in mind an ideal for ultimate growth, and guiding the student efforts thereto. I have always made it a point to support, even when it has been difficult for me to do so, all worthy student activities. I attend and ask the entire faculty to attend, if possible, all important football and basketball games in which our school participates. Students like to see faculty members at the games. They play harder and root harder if they see their mentors get into the spirit of things. I remember watching our fellows play a football game on an open field several years ago. After the game had started there came a regular cloudburst. Nearly everyone sought shelter, which seeking took them from the scene of action. Several men of the faculty and myself braved the rain until the half was completed, though we were drenched to the skin. Three and four months after that game those fellows were talking about the "splendid interest" we took in their work and play.

It is a good idea to make all of the students as proud of their athletic and other teams as possible. I have frequent student assemblies on which occasions I make special mention of good team work done, demonstrations of clean sportmanship, and individual accomplishment in some particular contest. I do not think time so spent is wasted.

We have a school song, and this we use very often to stir up enthusiasm for any of our school contests. The words for our song were written specially for our school, and we use for music the trio of that famous football march, "On Wisconsin," by Purdy. The playing of this march by the school band and the singing of it by the whole student group at special assemblies or at the games puts all the "pep" into the rooters that could be desired. Every school should have a school song. There are many hundreds of good tunes and words can always be written for them.

We have a school band and orchestra. Every school with more than 100 students should have at least one musical organization. Music, we are coming to realize, is an essential part of the education of any person. All high schools should have a piano and a phonograph. Often students can be stimulated to purchase the latter for themselves if the school does not own one. Having these instruments it is not a loss of time to use them during school hours if from them students will hear the right sort of music.

It is getting so now that a high school is almost out of date if it does not have a radio set. At present our high school has a large receiving outfit, power amplifier, current supply set, and loud speaker. We have a reception range of about 5000 miles. When special concerts are broadcasted in the afternoon all of our students can listen to them in the auditorium. During the lunch hour we often tune in to an Oakland station which broadcasts dance music. Our students dance, and there is always a faculty member in the auditorium to keep things moving. School dances are of actual value to students if they are properly supervised.

Our school turns out on an average 5000 words of good live newspaper copy each week, most of which is printed in a local paper. Some of this is strictly school news, some local feature material, some literary, and some editorial. It is all student copy and is written and edited under the direction of an English-journalism instructor. School publicity counts for much in building up school spirit. School activities should be recorded, because students like to read reports of their doings. They like to see their names in print, and it pleases them to think others, too, will read about them and their work.

We have an excellent school camera. With it we can record graphically events that deserve to live long in the minds of our students. We can also get many splendid cuts for our school annual with our own machine.

Our students bought a motion picture machine this year, and the cinemetograph club that was subsequently organized has shown many good educational pictures. Visual education is effective and helps to make students interested in their school.

And so I might continue to tell about our efforts to build up school spirit by promoting student efforts. But, in short, we find that as we build up interest in athlet-

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BOOK REVIEWS

BOOK REVIEWS

"Wild Flowers of Yosemite and the High Sierra"—Pillsbury's Pictures, Inc., Yosemite National Park, has made 100 photographs with botanical description, suitable for coloring, of the Wild Flowers of the High Sierra and the regions around the Yosemite Valley. The photographs are very clear, a little larger than a postal card, with dark background, making the flower stand out conspicuously, so that the teacher and pupil may get clearly the shape of the leaves, the flower and the various parts of the flower. This set of 100 photographs are prepared especially for classes in the public and private schools. The price is $10.

"Modern Mathematics"—The World Book Company of Yonkers-on-the-Hudson, of which Gaspar W. Hodgson, the well-known Californian, is the president, has recently published a series of Mathematics for the seventh, eighth and ninth years. These books are by Raleigh Schorling and John R. Clark. The books are new and are really modern and meet the social needs of modern life. These books have recently been adopted by the San Francisco School Department. They promise to be one of the most popular series of the new books.

"The Atlantic Book of Junior Plays"—has just been published by the Atlantic Monthly Press of Boston. These plays are edited by Charles Swain Thomas, lecturer on the Teaching of English in Harvard University. There are 13 plays in the collection. Mr. Thomas gives Miss M. Agnes Edwards of the University of California credit for the association with him in the work. Among the titles are "What Men Live By", adapted from Tolstoi; "The Violin Maker of Cremona", by Francois Coppee; "The Birthday of the Infanta", from the story of Oscar Wilde.

"The Essentials of Economics"—by Fred Rogers Fairchild, Ph.D., Professor of Political Economy, Yale University, has just been published by the American Book Company. This is a publication with much new material in it and the new material is treated in a new way. For instance, the part III on Demand and Supply; Price and Value; Part V on Trade and Transportation, and Part VI, Risk and Its Part in Modern Business, are chapters that have a right up to the present date appeal.

"The Story Key to Geographic Names"—by O. D. von Engles, Ph.D., Professor of Physical Geography in Cornell University and Jane McKelway Urquhart, A.B., formerly teacher of English and French in Cascadilla School, and published by D. Appleton & Company, is an unusual kind of a book. It is really a book of which the title is an accurate description. It has 279 pages devoted to more or less a keen analysis of geographical names. It contains a lot of interesting information, especially on the meaning of many names of the new countries that have been brought into prominence by the recent war.

"Junior English Course"—by P. H. Deffendall, A.M., Principal of the Blair School, St. Louis, Missouri, published by Little Brown & Company. This is a book for the seventh, eighth and ninth grades with very interesting projects for each of these grades. The projects include such valuable topics as "A Story Contest"; "Writers Programs"; "Getting a Good Position"; "Making a Travel Magazine", and a "Know Your State Campaign".

"Carpenter's New Geographical Readers"—Frank G. Carpenter, who has perhaps presented more geographical material first hand than any other writer of the present generation, has rewritten and the American Book Company has republished his series of readers, including "North America", "South America", "Europe", Asia", "Africa", and Australia and the Islands of the Sea". This is the series of readers which LeRoy Armstrong presented to the state with such eloquence and keenness of analysis that they would undoubtedly have been adopted had the funds been available. The many readers and friends of Mr. Carpenter will regret to learn of his death, which occurred recently.

"The History of Our Country" for higher grades—by Reuben Post Halleck, M.A., L.L.D., author of "History of American Literature", is a new publication by the American Book Company. This book especially emphasizes the progress and industries and life of the people. The new social aims and patriotic duties of the 20th century are emphasized. There is also, for the first time, due importance given woman's work in the establishment of this great country. There are twelve colored pictures and fifteen to twenty colored maps and more than six hundred pages of important historical information.

"Dynamics of Teaching"—by Henry Edward Tralle, M.A., Th.D.; George H. Doran & Company, publishers. This book was written to be used both as a textbook for reference with classes and for general reading by teachers in all grades. It applies especially for workers in the field of religious education, and it not only works, but overworks the word "dynamic", using it in each title in the table of contents. The author presents some very sound views in teaching, but does not present any new method or plan that will make this book stand out as a great contribution to the literature on teaching.

"Little Boy France"—by Roy J. Shell, author of "Skimmer, The Dauntless in the Far North"; illustrated by Hazel Frazee and published by Albert Whitman & Company, Chicago, is an attractive book with five fine color illustrations. In the table of contents is: The Runaway Boy; The Little Boy and the Wonderful Soldier; and The Picture-Book House. Under the title of "Just Right Books" Albert Whitman & Company have published a series of twenty-four titles, including the well known "Tiddly Winks". The price of these books is sixty cents (60c.).

"Junior Business Training"—by Frederick G. Nichols, Associate Professor of Education, Graduate School of Education, Harvard University, is published by the American Book Company. This book gives a clear analysis of the significance of business training and contains valuable information for the student. The modern methods in business are brought out in twenty-eight chapters, each chapter bringing out the essential points of its subject, effectively.

"Talks on Education"—by E. A. Hardy, B.A., D.Paed. head of the Department of History, Jarvis Street Collegiate Institute, has written a little book of 101 pages on Education which he has dedicated to the teachers of Kansas. It is published by the Macmillan Company. The author touches upon many subjects in the table of contents and gives such a variety that every reader can find something to at least engage his interest and meet his approval or disapproval.

The American Book Company has issued a revised edition of Overton's "Personal Hygiene" and "General Hygiene", two books which have met very great success along the line of modern hygiene. These books represent very effectively the modern viewpoint on hygiene and give a large amount of material of informational character that is especially valuable. The chapter on the teeth is very simple and very effective, under Personal Hygiene. This is also true of the chapter on "Fresh Air" and on "Safety First" and "First Aid."

"Japanese Fairy Tales"—by Lafcadio Hearn and others, Boni & Liveright publishers, is an attractive book of 132 pages with a number of beautiful full page color illustrations. The first four tales are by Lafcadio Hearn, who lived among Japanese for years and who understood the Japanese character and literature. The book makes an excellent school reader.

"Our Faith in Education"—by Henry Suzzallo, Ph.D., President, University of Washington, Seattle, Washington, is a book of 100 pages published by J. B. Lippincott Company, Philadelphia. The author states in the preface that "Our Faith in Education" has been enlarged to make this book from the address he delivered in the Greek Theatre, University of California, on July 4, 1923. The most interesting chapter in the book is the Chapter IV, entitled "Leadership and Fellowship". Dr. Suzzallo makes a very fine distinction between the two. We have many educational administrators who think they are leaders but who are in fact followers of either boards of education or of university professors or institutional leaders. There are very few men today in the educational world who are doing absolutely independent thinking, and unfortunately, most of the men, in order to hold their jobs, have a listening ear for cliques, clans and groups of various kinds. Dr. Suzzallo is a very high type of leader and gives a fine definition of leadership on pages 63, 64 and 65 of his book, as follows:

"'All cooperation has a focal point—and that focal point in human affairs is the competent and sympathetic leaders. Under this philosophy of life there is no as-

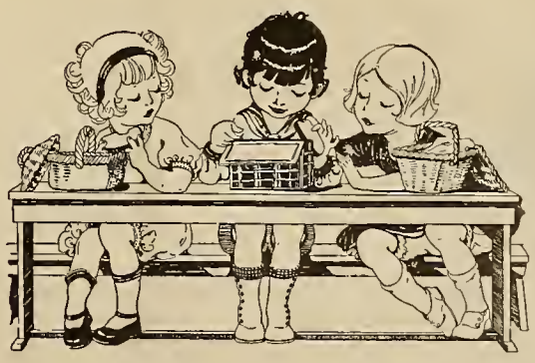
sumption that a man or a group of men is to lead in all things at all times. To just the extent that a man is not the most capable person on the scene where duties are performed someone else should have ascendancy. Thus every democratic citizen's life is a chain of moments, in some of which he initiates and leads and in some of which he appreciates and follows. Like varicolored heads, these moments follow each other with a sequence determined by his own abilities, the powers of men about him, and the peculiar tasks which confront the human company.

"'This doctrine of alternate leadership is consonant with the current spirit of justice and efficiency. It posits the manner in which an efficient and happy democracy must organize and work. Likewise it lays out the functions of the educational system, more particularly the school, which are the chief instruments for the realization of an alternating leadership among men. Each man shall be schooled to wise action and to wise choice; to the power of initiative and proposal and to the wisdom of appreciation and acceptance; to devoted leadership where one is most fit and to loyal followship where one is less fit.

"'Schooling with us must be universal. It must reach every human being. Schooling must be advanced. It must develop unusual or special ability wherever it appears and as for as it will be taken. To be universal, the educational system must start with the widespread elementary schools and to be advanced it must extend through the university. Natural diversity of talent and the doctrine of alternate leadership require universities and colleges as much as kindergartens and primary schools.'"

"Jones' Self-Correcting Fraction Problems"—for grades five to eight, entitled "Accuracy in Drill" by the Jones Manufacturing Company, Alhambra, California. Mr. Jones has furnished the teachers, in this publication, one of the most useful and definite aids that they can get anywhere in the teaching of arithmetic. Mr. F. D. Jones, the author, was the founder of the Jones' Book Store, which has been for many years the leading book store in Southern California. Mr. Jones has acquired of the world's goods to be independent and the work that he is doing for the teachers of California in his "aids" is largely a work of service without regard to the dollar. The teachers who write to him for his catalog of various "aids" will be surprised at the number of devices he has to offer to the teacher at little or no expense.

"Book of Modern Essays"—compiled and edited by John M. Avent, Principal, Curtis High School, New York City, published by Boni & Liveright, New York, is a book the title of which accurately describes it. It contains a large number of interesting essays by the most interestng of our modern essayists; the subjects chosen by the essayists varying from "Lamp-Posts" by G. K. Chesterton to "Reflections on the Loss of the Titantic" by Joseph Conrad. The book was planned to meet the problem of intelligent appreciation of essays by students and Mr. Avent's book can scarcely fail to do much toward this end.



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By Julia G. Babcock

EVOLUTION AND THE PUBLIC SCHOOLS

And now somebody is worried about evolution being taught through the schools. Why should anyone fear to have the truth taught to children? It is the suppression of truth that causes trouble, not the teaching of truth. Centuries ago books were rare and exceedingly valuable, some of them priceless, and to insure their safety, were chained, and only a select few might use them at all. Now, when books are as free as air to everyone through public libraries, and almost as cheap as the day's cigars' if purchased for the home library, there arise those who would chain knowledge lest the truth interfere, perchance, with some preconceived ideas as to the meaning of the Biblical account of the creation.

The Bible has nothing to fear from the teachings of evolution. The creation story as recorded by the authors of the book of Genesis is the best and most logical of the creation myths. Compared with other early tales of the creation, it is greatly superior, and it is written in the clear, majestic language of the Old Testament, a wonderful piece of literature. Written for the Hebrew people it is full of imagery which the Oriental mind understood as figurative speech and not as literal or scientific truth. "In the beginning God created the heaven and the earth." That is truly a remarkable sentence. Even the first four words express one of the deepest thoughts of the ages.

It is said that Voliva will not allow the pupils of his city of "Zion" to be taught that the earth is anything but a flat surface and that the sun moves across it each day. Does this teaching make it true, or does it merely brand him as a man centuries behind the times trying to hold to theories long since exploded? If we allow children to feel that the Bible cannot stand the light of scientific research, will the results not be much more disastrous than if we welcome all truth whenever found? We turn to the Bible for religious light and teaching and not for scientific facts.

Our textbooks are weak enough at best because they must be "boiled down", and must be presented in language simple enough for the average child to understand. They can give little more than an outline of the subject under consideration. Why, then, further hamper the author by making him subvert the truth? Egyptologists have done much through their excavations and discoveries to add to the authenticity of the Old Testament scriptures. The Bible teacher can point to many corroborating facts due to recent discoveries. Why fear the truth which may be revealed through a knowledge of the facts of evolution?

Some of us like to cling to old fashions of belief, but if we practiced a similar taste with regard to clothing we should still be wearing hoop skirts or bustles instead of the loose, sensible modern dress of the day. Does anyone want to go back to those styles except for fancy dress purposes? Physicians cried out in vain for years against the old-fashioned, small-waisted, deforming corset, but women heeded not at all until suddenly somebody rediscovered and made fashionable the figure of the Venus di Milo, and behold, we saw them upon every side. Now it would be impossible to return to the old servitude. Women and children are healthier and happier than ever before, and the clinging vine lady has given place to the up-standing, strong, vigorous woman of today, mentally alert and physically fit.

There is a little book of recent publication by Wiliam W. Keen, M.I., entitled "I believe in God and evolution." There are many other books on the subject written from the technical standpoint, but this is simple, straightforward and direct, written in non-technical language for the layman who may be troubled by theories which he but half understands. Dr. Keen says in his opening chapter: "There are two views of the creation of man. One is that God created man, completely furnished, physically, mentally, morally and spiritually, like the heathen legend of Minerva springing full-armed from the brain of Jupiter. The other is that his creation was a gradual, instead of an instantaneous, process, starting from a lower form of animal life, slowly increasing in intelligence, and in his physical, moral and spiritual nature until he reached his present state. This exactly coincides with the teaching of evolution in the Scriptures, "first the blade, then the ear, then the full corn in the ear." He further says: "As a Christian man, I find no difficulty whatever in believing absolutely in evolution, and also absolutely in revelation."

Why not receive all truth with open minds and so hasten the evolutionary processes which are now at work to produce a higher, better type of human being?

NOTE: In the preparation of this paper, I have not consulted the editor of the magazine, nor do I know his attitude toward the subject. I, alone, am responsible for its presentation.—J. G. B.

LIBRARY NOTES

In Kings County the Stratford Branch Library building has been completed, the exterior being finished with stucco. The building is constructed of hollow tile and cost about $2,500.

The Bakersfield board of education voted on June 16th to contract with the Kern County Free Library for school service on the basis of 60 cents per pupil. This fund will be expended for the purchase of supplementary texts, and maps and globes as needed. Books for home reading will be supplied to any school which is not near enough to a branch library to secure books readily. This latter service has been given to the schools of Bakersfield since the consolidation of the City Library with the County Library in September, 1923. Instruction in "How to use a library" has been given at the East Bakersfield branch, and at the boys' and girls' library, with one lesson at the main library for a class about to enter high school.

The McKittrick branch of the Kern County Free Library is to be housed in a new brick building which is in process of erection on the main street of the town. The building will cost somewhat more than $5,000 and will be equipped with library bureau antique oak shelving and furniture as are all the branch buildings erected in Kern County. This is the seventh building to be erected from County Library funds.

Miss Rosalie Wilson of Riverside, who was certified in February, 1924, and has since served as senior attendant in charge of the county department of the Riverside Public Library, has just been assured appointment as assistant to Miss Edith M. Schulze, librarian of the Redondo Union High School, Redondo Beach, California.

Miss Jeanne F. Johnson has resigned as cataloger of the Riverside Library to accept position as head cataloger of the Los Angeles County Free Library.

Miss Elizabeth Evans, Riverside 1924, has been appointed librarian of the Pacific Union College, St. Helena, California.

The summer session of the Library School has opened with twenty-six students, of whom four are from Arizona, one from Utah, and the rest from various parts of California.

EFFICIENCY OF INSTRUCTION IN THE PRACTICE SCHOOL OF THE HUMBOLDT STATE TEACHERS' COLLEGE

By R. D. Russell, Ph. D.
Director of Teacher Training in the Four Upper Grades of the Model School

A survey of the instructional efficiency in the four upper grades of the elementary school has just been completed, and the results were found to be very gratifying. A brief statement of the method and results follows:

The Stanford achievement tests were selected for use in the investigation. These tests were selected for several reasons—first, they form a battery of tests designed especially for use in estimating the general accomplishment of elementary school students; second, they are the most reliable tests available; third, they are objective with reference to both giving and scoring; and fourth, age norms as well as grade norms are included, which is very important since it enables the accomplishment of a child in any school subject to be compared to the accomplishment of the normal child of the same age.

The tests were given under carefully controlled conditions, and we feel that they are as reliable as it is possible to make the results of educational tests and much more reliable than other estimates of the knowledge possessed by the students in the various subjects of the elementary school.

The results showed the fifth grade to be the poorest in the school. However, this grade averages one month in advance of children in general in the same grade. This result was to be expected since the fifth grade is recognized as the weakest grade in the school. Although this grade is the

poorest, yet it grades, on the average, one month in advance of children of the same age and grade in the schools in which the Stanford achievement tests were standardized.

The sixth grade was found to be on the average four months accelerated for children of the same grade and seven months in advance of children of the same chronological age.

The seventh grade includes our strongest students. They were found to grade nine months in advance of children of the same grade and eleven months in advance of children of the same chronological age. Since these scores were equal to or better than the norms established for the eighth grade, some of the best pupils have been promoted to the eighth grade in which they are now rated among the best in the class. The eighth grade was found to be three months ahead of children of the same grade in general. This result was about what was expected by the supervisors.

In addition to the above an average score was found for the four grades in each school subject tested. This result reveals the subjects in which the children are most efficient. The school as a whole is accelerated in arithmetic, nine months; in spelling, seven months; in silent reading, three months; in language, three months; in general science, one month; and in history they are exactly at age. The above estimates pertain to the grades without consideration for the average age of the children in the school. If we consider that the children tested are, on the average, three months younger than the average child in other schools in the same grades, it can readily be seen that the average acceleration for the school in each subject would be the number given plus three months.

Intelligence tests have not been given, hence it cannot be determined whether the children grade higher in native ability than average children. If the children in the Teachers' College were a highly selected group it would be expected that they grade higher in accomplishment. The Green English organization test, which correlates very highly with learning ability, has been given, however. Instead of a very high score on this test, which would be expected of children grading so high in accomplishment, the average score was less than the established norms. This indicates that accomplishment in the elementary school is higher than the average, not because of superior learning ability, but because of more effort having been expended in study.

The most interesting thing regarding the report is perhaps the fact that the elementary school children, who have been taught solely by student teachers, are superior in knowledge of the various subjects tested to the children to whom the tests were given in the establishment of the norms, and who had been under the instruction of experienced teachers. Since, as has been stated before, the indications are that the elementary school pupils of the college are not superior in learning ability, only two explanations can be offered for such results. First, it may be that student teachers are more enthusiastic and make a greater effort to make good than experienced teachers. They are constantly aware of the fact that the efficiency of their instruction is being judged by the supervisors. Second, the teaching is done under the immediate direction of supervisors, who know and practice the most modern methods in teaching. Since these supervisors are better trained than most elementary school teachers, it seems reasonable to expect better methods to be practiced by them.

The results, as stated above, bear witness to what inexperienced teachers can do when stimulated and directed by strict supervision.

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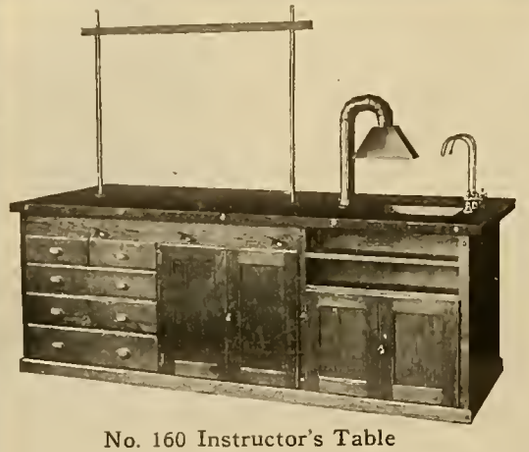

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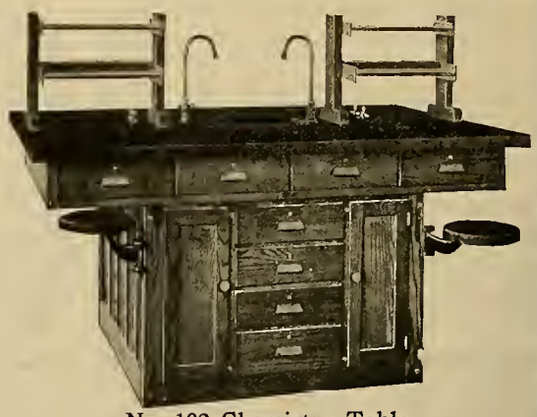

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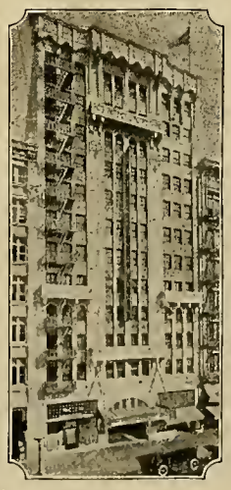

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Source Material for Admission Day, by Ruth Thompson, and "The Creative Education" Department by Grace Chandler Stanley, in this issue

THE WESTERN JOURNAL of EDUCATION

AUGUST, 1924

Fremont Naming the Golden Gate
From original painting by Mabel Macy

The picture represents Fremont and his horse "Sacramento" on Redwood Peak, Joaquin Miller's Hights, near the city of the present city Oakland. In a report to the government at Washington in June, 1848, Fremont placed the name "Golden Gate" across the map at the entrance of San Francisco Bay. The name was suggested by the golden beauty of the sunset at the gate-like opening between Point Bonita and Sutro Hights.

Frontispiece to Harr Wagner and Mark Keppel new revised History of California.

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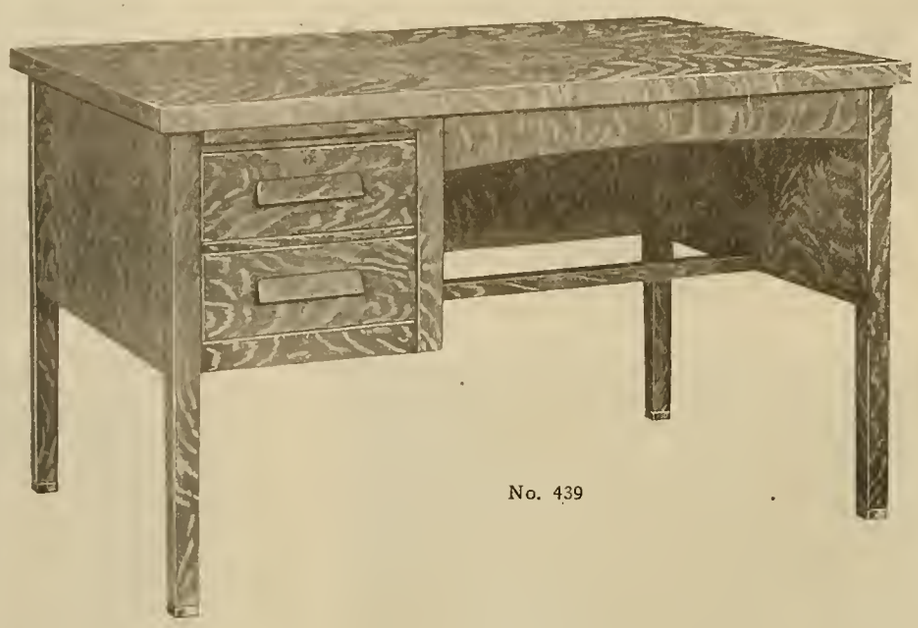

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The Western Journal of Education

HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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"The Pioneer band is fast passing,
Yet their spirit will linger for aye,
The work and foundation they builded
Was not made to crumble away;
But will stand as a monument to them,
And their brave, dauntless spirit of old,
The true heart, the quick hand, the kindness
Are to us far dearer than gold."

OLD CALIFORNIA

'Tis a land so far that you wonder whether
E'en God would know it should you fall down dead;
'Tis a land so far through the wilds and weather,
That the sun falls weary and flushed and red,—
That the sea and the sky seem coming together,
Seem closing together as a book that is read:

Oh! the nude, weird West, where an unnamed river
Rolls restless in bed of bright silver and gold;
Where restless flashing mountains flow rivers of silver
As a rock of the desert flowed mountains of gold
By a dark wooded river that calls to the dawn,
And makes mouths at the sea with his dolorous swan:

Oh! the land of the wonderful sun and weather,
With green underfoot and with gold overhead,
Where the sun takes flame and you wonder whether
'Tis an isle of fire in his foamy bed:
Where the ends of the earth they are welding together
In rough-hewn fashion, in a forge-flame red. —Joaquin Miller.

Admission Day in California Schools

By Ruth Thompson

This program is especially dedicated to the Native Sons and Daughters of California who have kept alive the history and traditions of the state and who work constantly for the good and glory of California.

ORDER OF THE NATIVE SONS OF THE GOLDEN WEST

Founded by General A. M. Winn on July 11, 1875, in San Francisco, California, the Order of the Native Sons of the Golden West has grown to a membership of twenty-seven thousand today. The organization is exclusively for men who have been born in California and its aim is to encourage patriotism and advance the best interests of California. A portion of the oath administered to prospective members is, "I will ever be ready to serve my country whether in peace or in war." Among other worth-while things, the Order has purchased Sutter Fort and the grounds surrounding it at Sacramento and deeded them to the state; taken the lead in the restoration and preservation of Colton Hall, the scene of the first constitutional convention in California; secured the restoration of the first U. S. Custom House in Monterey; erected a monument to the memory of General A. M. Winn in Sacramento city cemetery; secured the necessary legislation by which the largest redwood forest, the Big Basin of Santa Cruz county, became the property of the state; assisted in the erection of Sloat Monument at Monterey, commemorating the raising of the American flag on California soil; worked actively and furnished funds for the restoration and preservation of the Missions of San Diego, Santa Ynez, San Antonia de Padua, San Juan Capistrano, San Jose and Sonoma; established fellowships in the University of California for investigation, study and research of the history of the Pacific Coast; taken the lead and financed the fight against the Japanese menace which made possible the passage of the recent Alien Land Laws; in conjunction with the Native Daughters has secured homes for about two thousand homeless children.

ORDER OF THE NATIVE DAUGHTERS OF THE GOLDEN WEST

The Order of the Native Daughters of the Golden West consists of native-born California women. It was founded at Jackson, Amador County, California, on September 11, 1880, by Mrs. Frank Dyer, then Lily O. Reichling. This organization cooperates with civic, fraternal and community projects for the public welfare, and in conjunction with other societies has established Arbor Day on Luther Burbank's birthday; established Mothers' Day as one of the official days of the order; planted many trees; marked El Camino Real with mission bells in conjunction with other societies; helped preserve the old Spanish missions and marked landmarks connected with the early history of California; helped extend the study of California history and patriotism and observance of the same in the schools; established college scholarships; established a Native Daughters' Home, and in connection with the Native Sons of the Golden West has been instrumental in placing thousands of homeless children in homes.

The Story

Admission Day for Californians signifies the entrance of California as a state into the Union. President Millard Fillmore signed the bill that admitted this, the thirty-first state to the American Union, on September 9, 1850.

The events leading to the admission of the Golden Gate are both interesting and important. They lead back to the discovery of gold on the American River in January, 1848, and to Governor Mason's consequent report to Washington, D. C., that "there is more gold in the country drained by the Sacramento and San Joaquin Rivers than will pay the cost of the late war in Mexico a hundred times over." It was this that started the tide of emigration westward and rapidly populated California.

There was lawless behavior as a natural consequence to conditions. There was need of good and forceful government.

In the spring of 1848 California was annexed as territory belonging to the United States by the treaty of peace signed with Mexico. The question in Washington was how to govern this new territory.

The Northern and Southern States of the Union were having strenuous debates on the slavery question. California, as a prospective new state, was whirled into the midst of the discussion. California would disturb the balance of power in the Senate to the prejudice of slavery if admitted as a slave territory. In 1848 Congress provided amply for obtaining revenue from California, but did not even promise for some future day the government she coveted.

There were earnest-minded persons in the West who saw the needs. Since Congress had failed to give California a government there was one other step which could be taken. This was for California to provide a government for itself. A convention was

called to convene at Monterey in Colton Hall, September 1, 1849. Forty-seven delegates were appointed to this convention. Some of the members of that convention have been closely allied with the government of California. Among them were Captain H. W. Halleck, Governor Riley's secretary of state and later general-in-chief of the United States army; John A. Sutter, pioneer settler in Sacramento Valley; John McDougal, second governor of the state; Thomas O. Larkin, first and last American consul in California and before 1848 the confidential agent of the American State Department; Charles T. Botts, editor of a Democratic paper published in Sacramento; Mariano de Guadelupe Vallejo, who had figured in the late war and who had welcomed the Americans when they came to the West; Dr. Gwin, one of the first United States Senators elected by the legislature of the state when it was organized.

Robert Semple of Sonoma was elected president of the convention.

When completed the constitution was submitted to the people in both English and Spanish, and on November 13, 1849, it was voted upon favorably. Peter H. Burnett was chosen governor and George W. Wright and Edward Gilbert were elected to Congress.

The first legislature was convened in San Jose one month after the election. The sessions continued during four months, and though the wits of the day made merry at its expense and called it "the legislature of a thousand drinks", still, if the members drank well, they worked well, for they made one hundred and forty laws of general and important nature. Some of the laws were patterned after those of other states, but others were fitted to suit the peculiar needs of California. Among its other acts it incorporated the cities of San Francisco, Sacramento, San Jose, Monterey, Los Angeles, San Diego, Benicia, Sonoma and Santa Barbara.

John C. Fremont and William H. Gwin were elected as United States Senators.

Now that California had done her part she waited anxiously to see how her activities would be regarded in Washington and if Congress would take her into the Union.

The thirty-first Congress assembled in Washington, D. C., on December 3, 1849. Zachary Taylor was President of the United States. California was the subject of debates, heated arguments and resolutions. Taking a prominent part in the question were Daniel Webster, John C. Calhoun, William H. Seward, Jefferson Davis and Henry Clay. Calhoun and Davis did not want California admitted because of the slavery question. Calhoun was prostrated from a recent illness and could not be present at one of the sessions, but he composed a forceful speech and it was read to the Senate by Senator Mason on March 4, 1850.

After much wrangling the California bill went to the House of Representatives on August 28, 1850. On September 7 it was voted upon and passed. There were one hundred and fifty men voting in its favor and fifty-six Southerners voting against it. The bill went to the President, Millard Fillmore, who had succeeded to the presidency upon Taylor's death. Fillmore signed the bill and California was admitted to the Union.

News of California's admission did not reach there until October 18, 1850. The people had been waiting anxiously for the expected event, for they were anxious to have the seal of national authority put on their state proceedings. They were desirous of being recognized a part of the American Union.

On October 18, 1850, the mail steamer Oregon was sighted from Telegraph Hill sailing into harbor with flags flying and decorated gayly with streams of bunting. The good news was signaled from the ship to the waiting people on the hill. It spread rapidly and all business closed, courts adjourned and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which chronicled the story sold for five dollars apiece. Decorations in brilliant variety were brought out and decked the town. Guns were fired, processions were held, bonfires were lighted, shouting, singing and congratulating, amidst both tears and laughter, showed how these people of the West were affected by being made a state with the others in the American Union. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's Stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Burnett himself, anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union.

The glad story was published in an address in Spanish and sent broadcast and the native population was urged to join in the activities. October 29 was the day of formal celebration as set aside by San Francisco. A parade was held in which patriotism of many varieties was portrayed. Even the Chinese were in the parade and a colorful feature of it. The California pioneers carried a banner on which was represented a New Englander in the act of stepping ashore and facing a native Californian with a lasso and serape. In the center was the state seal and the inscription, "Far West, Eureka, 1846. California pioneers organized August, 1850." A girl clothed in white with streaming gauze of gold and silver shades about her supported a breast-plate upon which was inscribed, "California, the Union, it must and shall be preserved". Exercises were held. Mrs. Wills of Louisiana read an ode, and Judge Nathaniel Bennett delivered an oration at the plaza. Guns were fired, artillery discharged, fireworks were displayed, and all created an atmosphere of excitement and happiness that has made the event a memorable one with its great significance to California, the thirty-first state to enter the Union and the thirty-first star on the American flag. The new star was placed on the flag, which was then raised on the pole in the center of the plaza. Great was the joy and thankfulness of the citizens in the first American state on the Pacific Coast.

Since that first Admission Day seventy-four years ago, California has raised the number of her counties to fifty-eight; with her rich productiveness and vast resources she has brought added glory not only to herself but to the Nation which she was so eager to enter; her sons and her daughters have worked for her glory, they have enriched themselves, the state and the United States, and made California known the world over.

The Seal of California

Major Robert Selden Garnett, an officer of the United States Army, sojourning in Monterey in 1849 when the constitutional government met there, was the designer of the original state seal. The original sketch represented a figure of Minerva, the Golden Gate, a ship in full sail, and the Sierra Nevada range in the background, and the word "Eureka" (I have found it) above.

Garnett sketched this in his spare time and when he showed it to some of his friends they wished immediately to present it to the convention for consideration for the state seal. For political reasons, and being naturally modest, Garnett did not want attention drawn towards himself. However, when Caleb Lyon, one of the clerks of the convention, saw the drawing he immediately asked if he could present the sketch in his name. The request won Garnett's consent and Lyon took the design. .

When the convention considered the seal a few changes were suggested. A bear was added to gratify Major J. R. Snyder and the men of the Bear Flag revolution, which was one of the forerunners of California's movements towards self government. A figure of a man with uplifted pick-ax was added as an emblem of the great mining interests.

The explanation accompanying the design was entered as follows:

"Around the bend of the ring are represented thirty-one stars, being the number of states of which the Union will consist upon the admission of California. The foreground figure represents the Goddess Minerva having sprung full grown from the brain of Jupiter. She is introduced as a type of the political birth of the State of California, without having gone through the probation of a territory. At her feet crouches a grizzly bear upon the clusters from a grapevine, emblematic of the peculiar characteristics of the country. A miner is engaged with his rocker at his side, illustrating the golden wealth of the Sacramento, upon whose waters are seen shipping, typical of commercial greatness; and the snow-clad peaks of the Sierra Nevada make up the background, while above is the Greek motto, 'Eureka' (I have found it), applying either to the principle involved in the admission of the state or the success of the miner at work.

It was W. S. Sherwood who moved that the seal be adopted as "the coat of arms" of the State of California. The motion was carried by a vote of twenty-one to sixteen. It was resolved that the words, "The Great Seal of the State of California," be added to the design.

Discussion was held as to the payment of $1000 to Lyon for the seal and all the necessary appurtenances to its use. This roused some enmity for Lyon, as it became known that Garnett originally designed the seal. It is a disputed point in history as to whether Lyon was, or was not, paid the money. Credit was, however, given to Garnett for his work when a newspaper of the day published the story.

To California

Thou, my best beloved! my pride, my boast;
Stretching thy glorious length along the West,
Within the girdle of thy sun-lit coast,
From pine to palm, from palm to snowy crest. —Charles Warren Stoddard.

Pico

Last of thy gallant race, farewell!
When darkness on his eyelids fell
The chain was snapped—the tale was told
That linked the new world to the old:—
The new world of our happy day
To those brave times which fade away
In memories of flocks and fells,
Of lowing herds and mission bells.
He linked us to the times which wrote
Vallejo, Sutter, Stockton, Sloat.
Upon their banners—times which knew
The cowled Franciscan, and the gray
Old hero-priest of Monterey.

In his proud eye one saw again
The chivalry of ancient Spain;
The grace of speech, the gallant air,
The readiness to do and dare.
And he was ready; and his hand
For love of this, his motherland,
Was quick to strike and strong to lead;
He served her in her hour of need
And, loving, served her as he knew.
What better proof, though unconfessed,
Than those old scars upon his breast?

Once those broad fields which slope away
Asleep in verdure, zone on zone,
With countless herds, were all his own.
Once from his white ancestral hall
A lavish welcome ran to all.
Today the land which gave him birth
Allots him but one plot of earth—
A tomb where winter roses creep
On Santa Clara's crumbling wall;
Fit place, perhaps, for one to sleep
Who knew and loved her best of all.

So ends in rest life's fitful day.
He saw an era pass away.
He touched the morning and the noon
Of that sweet time which, all too soon,
To twilight hastened when the call
Of Fremont from her mountain wall
Provoked the golden land to leap
New-vestured from her age-long sleep.

The train moves on. No hand may stay
The onward march of destiny;
But from her valleys, rich in grain,
From mountain slope and poppied plain
A sigh is heard—his deeds they tell.
And, sighing, hail and call farewell.

—Daniel S. Richardson.

California

Across the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West
And over all a spirit broods of romance and unrest. —Carrie Stevens Walter.

California

Sown is the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—Lillian H. S. Bailey.

Her Poppies Fling a Cloth of Gold

Her poppies fling a cloth of gold
O'er California's hills—
Fit emblems of the wealth untold
That hill and dale and plain unfold,
Her name the whole world fills.

—Eliza D. Keith.

California's Star

When the Grizzly Bear came down from the hills
And stood on the flag of white,
And the single star of the Golden State
Shown out on the age-old night;

Then the bold Fremont and his hardy men
Rode in from the north and claimed
For Old Glory's stars the valleys wide
And the hills the Bear had tamed.

They held the land for our own bright flag,
And added her star to our own,
Where it shines as bright as any star
That the banner has ever known.

And the Bear still guards the glorious flag,
The banner it helped to raise
In the long ago of the days of old,
That first of Admission Days.

—Harry Noyes Pratt.

(Four children may recite the following poem. They may stand in front of the class representing the time respectively, 1848; the seventies; today; the future. The children may have made flags and may hold them during the recital: the Bear Flag; the Flag as it was when California was admitted to the Union, California's Star was the thirty-first, and the Flag as it is today.)

To California

(1848)

Rude, wild, unkept, this strange new land
That bordered on the Western strand—
From old ties far departed—
But they who sought beneath thy earth,
And delved to better know thy worth—
They found thee golden-hearted.

(The Seventies)

Wild trampling o'er thy herbaged plains
The herds clashed horns, the droves tossed manes.
Flocks fed o'er realms uncharted;
Yet ever Spring renewed the green,
And with her satin poppy sheen
Bedecked thee golden-hearted.

(Today)

Land of the strong and brave and free,
An empire by the western sea,
Glad-homed and many marted,
Where 'neath the vine and fig one roves,
Or through the dark-green orange groves,
All gleaming golden-hearted.

(The Future)

Heir to the sunshine, heir to health,
Heir to unestimated wealth—
All that the Past imparted—
Shalt thou, bestowing with free hand
Thy blessings wide through every land,
Be called the golden-hearted.

—Charles Elmer Jenny.

The Building of California

(Adapted from the poem "At San Diego" by Madge Morris)

This exercise calls for seven speakers and a background may be arranged with as many others as is desired. This production may be one with the speakers only in impromptu arrangement or it may be more elaborate, using the poem as a project in which the children get the historical information, and make their background and costumes typically Californian. The background, in case of a project, may be of San Diego bay, or it may be more informal—an arrangement of palms and growth typical of southern California. In the background, during the recital of the first four speakers, may be posed a priest and some Indians, the latter making adobe bricks, planting or weaving or indulging in some suitable activities. When the sixth speaker begins these have disappeared and a quiet and desolation have settled down. When "All" recite and during the recitation of the seventh speaker, articles that bespeak activities of today may be seen in the background. Men may be planning a large building on the clear site; a boy may ride past on a bicycle; a girl posing as a teacher may be with some children who are on a nature study excursion. They carry books. Any background suggestive of today is appropriate either in stage scenery of life-grouping.

The first speaker may be dressed in modern clothes.

The second, third and fourth speakers may wear costumes resembling those worn by the early Californians.

Five or six may be dressed as emigrants en route to California (see picture, page 150, Lessons in California History, Wagner & Keppel.)

The seventh speaker should be in modern dress.

(First Speaker)

Here first on California's soil
Cabrillo walked the lonesome sands;
Here first the Christian standard rose
Upon the sea-washed Western lands,
And Junipero Serra first laid loving hands.
What saw they here, that venturous band,
To bless or touch with loving hand
Or bid them pause, or dream to stay
Around this silent, sleeping bay?

(Second Speaker)

An acreage of many miles,
Vast miles of sun-burnt naked space,
Red, brown, and bare, and baked as tiles;
Whose surface lay unchanged of face
As it had lain, the hills among,
Since first Creation's psalm was sung;
Whose people watched the squirrels play,
And cared not any more than they.

(Third Speaker)

Not these alone, the fathers saw,
Not these made hardships double sweet—
He never sees his arrow's flight
Who is always looking at his feet;—
Those holy fathers, wiser they,
They marked the broad expanse of plains,
And mountains' gushing crystal life
Enough to fill its thirsting veins:—
They saw, far off, the mingled weft
Of colors wrought from out the soil,
When Nature rounds upon her loom
The laborer's legacy of toil.

(Fourth Speaker)

They served, and toiled, and built, and planned
But ever saw a promised land
And heard it slowly rising swells
Ring joyous from their mission bells.

(Fifth Speaker)

And decades passed, and fifty years,
A century was born and died;
A nation struggled into birth
And rose to midday of its pride.
And freedom's war-wet staff was set
Beside that one of love and peace;
And suns of noons, and midnight moons,
Unwove and wove time's ageless fleece.
Time crept by the mission bells,
And back, and tied their tongues with rust;
And touched the eyelids of the priest,
And garmented his bones with dust.

(Eighth Speaker)

The glory of the mission passed,
Its gloom its glory overcast.
Within its corners, shadow-walled
The bats made nest; the lizard crawled
Upon the sunny side to sit,
With soulless eyes, and laugh at it.

(First Speaker)

But smile not ye with scornful lips,
Nor croak a prophecy of this;
There's nothing lost that's lost, and naught
That once has lived, has lived amiss.
Nay, smile not ye, nor count that false
Which failed in promises it gave;
For gold is gold, though it go down
A thousand fathoms in the wave;
And brighter-hued the blossom is
That blooms upon a grave.

(All)

In silence sleeps the land no more,
Its treasury of wealth is found;
And all its curving seagirt shore
With queenly cities crowned;
While through its gateway come and go
The sails of suns and sails of snow.

(Seventh Speaker)

Progress to this old new West
Has turned her face and set her seal;
Has bound the waters, broke the hills,
And shod the desert sands with steel.
O land of sun,—hot, splendid sun!—
Of sea-cool winds, and Southern moons!—
Of days of calm, and nights of balm,
And langorous, dreamy noons.
No seer hath need to tell for thee,
Thy daring and thy destiny.

ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, AUGUST 4 AND 5, 1924

The State Board of Education met in special session in Sacramento, August 4, 1924, to consider certain textbook matters and other urgent business.

A hearing on the theory of the teaching of evolution in the public schools was held, a number of clergymen taking part in the discussion. The board adopted the following resolution:

"Whereas, certain criticisms have been made regarding the presentation of the subject of evolution in certain of the textbooks in use in the high schools and junior high schools of this state, and,

"Whereas, it seems desirable that a careful review of this material be made by qualified experts; therefore, be it,

"Resolved, That the State Board of Education request the presidents of the institutions in California accredited for high school certification, as follows, University of California, Stanford University, Mills College, University of Southern California, Occidental College, Pomona College, University of Redlands, College of the Pacific and Dominican College, to review these textbooks and report to this board whether in their judgment there is in any of these textbooks a presentation of the subject on evolution in such a way as to discredit the Bible and to develop in the minds of high school students an attitude of irreverence and atheism.

"Resolved, further, that the parties who were present at the hearing conducted by this board on August 4, 1924, and all others interested, be given an opportunity to file briefs with this committee."

The following resolutions were adopted:

"Whereas, the Attorney-General has rendered an opinion requiring that all persons employed to administer schools shall hold a school administration certificate; therefore, be it

"Resolved, That principals of schools of five teachers or less, one of whom acts as principal, shall not be considered as administrators requiring the school administration credential, inasmuch as their major duty is teaching and not administration."

"Whereas, the practice of requiring residence in California as a condition for the delivery of a State Board of Education credential has resulted in considerable dissatisfaction and unnecessary correspondence, and,

"Whereas, the state is amply protected by reason of certain courses which may be completed only at a California teacher training institution and the requirement for successful teaching experience in the public schools of California as a prerequisite for the long-term renewal; therefore, be it

"Resolved, That delivery of State Board of Education credentials be made without reference to the applicant's place of residence."

The diploma of Donald R. Coy, granted by the Fresno State Teachers College, June 9, 1922, was revoked on account of unprofessional conduct.

Requirements for a credential in hygiene and home nursing of elementary grade were approved.

Requirements for a credential in physiology and anatomy of secondary grade were approved.

The following list of high school textbooks for use in the schools was approved:

Mathematics

Schorling-Clarke, Modern Mathematics, seventh school year, World Book Company; Schorling-Clarke, Modern Mathematics, eighth school year, World Book Company; Schorling-Clarke, Modern Mathematics, ninth school year, World Book Company.

Durrell & Arnold, First Book in Algebra, enlarged edition, Chas E. Merrill Company; Durrell & Arnold, New Plane Geometry, Chas E. Merrill Company.

Palmer, Taylor and Farnum, Plane Geometry, Scott, Foresman & Company.

Science

Gray, Sandifur & Hanna, Fundamentals of Chemistry, Houghton, Mifflin Company.

Caldwell & Eikenberry, General Science (revised edition), Ginn & Company.

Cavanaugh-Westcott, Laboratory Manual of Physics, Ginn & Company.

French

Morrison & Gauthier, A French Grammar, American Book Company.

Civics

Ashley, The Constitution Today, The Macmillan Company.

Latin

Reed, Julia, an Elementary Reader, The Macmillan Company.

English

Boynton, Milestones in American Literature, Ginn & Company.

Spanish

Romera-Navarro, History de Espana, D. C. Heath & Company.

Mr. Nicholas Ricciardi, Commissioner of Vocational Education, was granted permission to attend the National Society for Vocational Education at Indianapolis, Indiana, during the month of September.

The board adjourned August 5, 1924, to meet in regular quarterly session in Sacramento on October 6, 1924.

Respectfully submitted,
WILL C. WOOD,
Executive Secretary.

PROGRESS IN THE MANUFACTURE OF SCHOOL DESKS

The summer vacation is the logical time in which to install school seating. Then the children are away and the building is not being used. From the school man's point of view the matter is simple. If a new building is to be fitted with desks or auditorium chairs, then the idea is to have the installation made in time for the opening of school in the fall. Yes, it is all quite simple and logical. But when thousands of schools in every state in the Union operate on the same plan at the same time, the problem of manufacturing and installing these desks becomes nothing short of gigantic.

The largest manufacturer of school seating in this country has solved this problem in a way that must be called by the word beautiful. It is beautiful in its economic soundness; in its benefit to the workers engaged in this industry; in its greatest service to schools; and in its finer quality of product.

The Problem and Its Solution

Along about May of each year, the company begins to be bombarded with orders. These orders continue in increasing volume through the summer and into the fall, when they dwindle and remain relatively small until the following spring, when school men again begin to buy in great quantities.

Thinking upon this problem, the company realized that buying could not be spread over the year—that the school desk business must remain, in great part, essentially a seasonal one.

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Therefore, some years ago this company determined to put its business on a sounder basis. A new plan was evolved, under which each of the company's offices and distributing agents throughout the country estimates in advance the quantity of seating—desks, auditorium chairs, movable desks, etc.—which will be required in its territory during the ensuing period, and the percentage of the total business which, it may be reasonably expected, will be placed with this company. These estimates are based upon government figures, building permits, and other information. Each office, after making a survey, sends its estimate to the factory. The production manager then schedules his production according to the estimates. In this way the company is enabled to make its desks months in advance of orders. The finished desks are shipped to warehouses throughout the country according to the original estimate of each territory.

Thus, when your order is placed with this company, your desks have already been made and are literally on the ground ready to be delivered to you on time.

To launch this unique plan required considerable courage, but some such plan was essential if the chaotic conditions of this business were to be eliminated and if schools were to be served as they should be served. One result of this new plan has been that able craftsmen are attracted to the trade by the promise of continuous work the year round. A still more important result has been a uniformly higher quality of product due to the fact that desks are made according to a calm and unhurried production schedule rather than in rush fashion after orders are received.

The matter of swift and dependable service, of course, has been greatly developed, a disappointment in delivery being a rare exception.

It is interesting to note, in conclusion, that not all school problems are solved in the schoolroom.

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RURAL EDUCATION CONFERENCES

Conducted by Grace Chandler Stanley

On May 26, 1924, Professor E. L. Eby of the University of California, Southern Branch, sent out invitations to organizations and persons interested in rural life to attend a rural teacher training conference in Los Angeles. About fifty people representing farm bureaus, home demonstration agencies, county libraries, county superintendents, rural supervisors, women's clubs, parent-teacher associations, county nurses and others interested attended the meeting. After interesting and enthusiastic discussions of the problems the conference passed a resolution asking the State Board of Education to co-operate with the university in calling two conferences to be held during summer season, one in the bay region and the other in Los Angeles.

Pursuant to this request the conferences were called by Professor E. L. Eby, who represented the university, and Mrs. Grace Chandler Stanley, representing the State Board of Education.

The bay conference was held at the San Francisco State Teachers' College on July 25 and 26, with about seventy in attendance. The Friday morning conference was presided over by C. H. Neilson, county superintendent of Butte county. The problems of the rural fields were set forth very clearly by Dr. C. W. Waddell of the University of California, Southern Branch. The first problem is a matter of finance, and the second of supply and demand. He called attention to the fact that the Southern Branch before the war was turning out 775 teachers a year. The maximum since that time has been 400. He spoke particularly of the work of Mr. Neil, rural supervisor in Los Angeles county, who had made a campaign among the patrons of the schools in his section of the county to raise the salaries of the teachers. He also spoke of the necessity for better training of teachers in order that they might be more competent.

The motion was passed that a committee be appointed to work out a plan for encouraging our brightest and best high school students to enter the teachers' colleges and prepare for elementary work.

The afternoon session was presided over by Mr. Vaughn MacCaughey, the topic for discussion being "Opportunity of the Rural School as a Frontier in the Dynamic Reorganization of Our Schools". After a number of teachers in the field had been heard from it was decided that the rural schools offered the best opportunity for experimentation and that every county should be encouraged to establish experimental and demonstration schools.

It was also agreed that the course of study for rural schools should be flexible and should be worked out by the teachers and children in each community. The responsibility of teacher training institutions for training rural teachers was very ably presented by Mr. Archibald Anderson, acting president of the San Francisco State Teachers' College. He called attention to the special adaptability of the individual system as taught in his institution for use in rural schools.

Dr. Tully Knoles of the College of the Pacific gave a very interesting and humorous talk in which he explained the theory upon which he selected teachers for his institution, which was that they be able to give the right attitude to their students.

Professor Griffin of the Department of Agriculture of the University of California suggested the possibility of greater co-operation between the high school departments of agriculture and the elementary schools within the district to the end that teachers of agriculture, instead of putting in part time on agriculture, could devote their whole time to it and at the same time build up rural-mindedness in the elementary schools.

On Saturday Mr. Will C. Wood, superintendent of public instruction, was present and outlined a plan for the improvement of the rural schools. He spoke of the possibility in the work of the committee on the reorganization of the elementary curriculum and asked the county superintendents and supervisors to co-operate in carrying this work out, as the most of it would have to be done by unpaid workers. He spoke of the desirability of keeping Amendment Sixteen in effect, and suggested that financial problems could be handled to better advantage by co-operation between high schools and grammar schools within the high school district. To give teachers a rural attitude he suggested local institutes of at least two weeks of extensive training in rural school problems and the extension of rural supervision. He urged the conference to organize for the support of Amendment Sixteen and Rural Supervision.

In the discussion which followed Mr. Wood's report the opportunities of the county library were noted, and also the possibility of extending service to the rural schools through radio.

The Los Angeles meeting was held the following week, August 1 and 2, and was called to order by Professor Eby. About one hundred attended this meeting and very lively discussions of the problems took place.

The Friday morning session was presided over by Mr. Merton E. Hill, principal of Chaffey Union High School and Junior College. Professor Palmer of Cornell University gave a very splendid address on the nature study work as carried on in the rural schools of New York. He had samples of the leaflets that were sent out and other material used in carrying on the work there. Mrs. Grace C. Stanley gave a report of the San Francisco conference.

The topic for the afternoon was "The Training a Rural Teacher Should Have". A paper by Mr. R. J. Werner, state supervisor of agriculture, precipitated a very lively discussion regarding the extent of variation there should be in the training for rural teaching from that given for city teaching.

The Saturday morning meeting was presided over by Miss Ada York, superintendent of schools of San Diego county, with "The Responsibility of the Teacher Training Institutions for Rural Teacher Training" as the topic for discussion.

President E. L. Hardy of the San Diego State Teachers' College presented a solution of the problem from the standpoint of an enlarged district, preferably using the

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***Note: A Complete List of Schools Open for Inspection at the* Pacific Coast and Orient Office**

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county as the unit of administration. President C. L. Phelps of the Santa Barbara State Teachers' College offered some very practical suggestions for the improvement of school buildings for rural communities and for the addition of domestic science and manual training in one teacher schools.

The viewpoint of the parents was very ably and interestingly presented by Mrs. Clark McQuen of the County Chamber of Commerce of Riverside. She asked that county districts be given still more aid for the payment of teachers' salaries.

Mrs. Guy Glazier, president of the Ninth District Parent-Teacher Association from San Diego county, spoke on the practical ways in which teachers and parents could co-operate for improvement of the schools.

The time passed all too quickly and the conference adjourned with the desire that gatherings of a similar nature be called from time to time.

Mrs. Elizabeth Phillips and Mr. S. D. Merk, members of the State Board of Education, attended the San Francisco conference, and Mrs. Carrie Parsons Bryant, member of the State Board of Education, attended the Los Angeles conference.

As a result of these conferences the following program is suggested as embodying the consensus of opinion of those in attendance:

1. The policy of increasing the pay of rural teachers and of establishing a salary schedule in each district in order to encourage teachers to remain in rural positions.

2. A campaign to begin with the opening of the fall term to encourage the best of our high school students to enter training for the elementary field.

3. The extension of the county free library system so that every county either has a county library or is under contract for service with a county library already established.

4. The organization of correspondence and extension courses for teachers in co-operation with the teachers' colleges and in combination with rural supervision.

5. The use of radio for broadcasting lectures, concerts and lessons given by expert teachers for the benefit of rural schools in the state.

6. The recognition of the rural school as the best field available for experimentation and the desirability of each county's maintaining a demonstration school.

THE NATIONAL ASSOCIATION OF BOOK PUBLISHERS OBJECT TO EDUCATORS, AND BOARDS OF EDUCATION STEALING BRAINS

August 14, 1924.

Our attention has frequently been called to the growing practice among educators of making mimeographed copies of portions of copyrighted books, using these for distribution to students instead of books which have been published for that purpose.

We think that if educators could realize how unfair it is to take copyrighted books published for sale to students, and mimeograph parts of these books for free distribution, they will see that the policy of the publishers in refusing to grant permission to mimeograph extracts, is entirely just. Mimeographing this material is unfair to the authors, who are entitled to their full royalties, as well as to publishers, whose investment of the large sum of money necessary to issue a book is entitled to protection. Mimeographing extracts from copyrighted books for class use is having its effect on new authorship, editorial initiative, and publishing enterprise; and the copyright value of the books is being affected.

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The Creative Education Association of California

GRACE CHANDLER STANLEY, State Commissioner of Elementary Education, President
ADELIA SAMUELS, Cucamonga, Vice-President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

During the 1921 Summer School of the San Jose State Teachers College, the eighty-four students taking the work in primary education became interested in bettering their class-room work when they returned to their schools in the fall, especially in relation to the foundation of good habits of work and co-operation on the part of the children and the better use of material for hand work. They planned to organize in their class-rooms periods which should be called "word periods" during which the children should have some freedom in selection of the work to be done, an active part in the planning of the work and a chance to evaluate their own work when it was finished. Feeling that they would profit greatly by an exchange of accounts of their experiences in carrying out this work, forty-eight of these students decided to form an organization for the purpose of making such an exchange possible. The result was the Primary Exchange Bulletin. The material was sent in to an executive committee, which was under the direction of Miss Helen Field, who was in charge of the primary curriculum.

This bulletin has been of so much benefit to the teachers who received it that when Miss Field decided to leave San Jose she was greatly concerned for the future of the work. During the summer session at San Francisco State Teachers' College this year, where a department of creative education was established, the matter was under frequent discussion as to the best ways and means for handling the undertaking. Miss Roxana Adams of the San Jose State Teachers' College, who had agreed to assist, met with the creative department in San Francisco and after a full and thorough discussion it was decided to present the matter to Mr. Harr Wagner, editor and publisher of the Western Journal of Education. Mr. Wagner offered to the group the use of space in his magazine which could be used with no expense and no responsibility on the part of those interested, except to provide material. This seemed to be the logical way to proceed, so it was finally agreed to handle the matter in this way.

At the close of the summer session in San Francisco, those who had been taking the course in the principles of elementary education with Mrs. Adelia A. Samuels of the State Demonstration School at Cucamonga decided to form themselves into an association.

The theory of creative education as demonstrated by Mrs. Samuels is based on two principles. The first is consideration for the rights of others, and the second is complete freedom for the individual who observes the first principle. When it comes to applying these principles it will probably be necessary for teachers to establish their worth tentatively and as time may be found for it after all requirements of the superintendents under whom they work have been met. It is a good deal like trying to live by the golden rule. We will apply it as our circumstances and our understanding permit. The constitution is published in this issue.

Anyone who wishes to help in the movement and apply it as far as possible in the school room, whether he follows any specialized interpretation or merely his own conception, may send in his name to the secretary, Mrs. E. S. Leedy, 2939 Thirty-fourth street, Sacramento, or to Mrs. Stanley. No dues are required. The rural supervisors of the state are asked to co-operate in gathering material which will be suitable for these columns. A number of them who attended a rural supervisors' dinner in Berkeley have agreed to assist, and all who find material which is suitable will please send it to the commissioner of elementary schools, who is acting as editor of this department.

Following are the names already sent in of those interested in creative education:

Mrs. Edith Abbott, Winters, California.
Miss Roxana Adams, San Jose, California.
Mrs. Mary Bacon, Jackson, California.
Mrs. Hagar J. Barker, Dunnigan, California.
Elizabeth M. Bell, 1218 24th Ave., San Francisco, Cal.
Miss Madelin Bernardi, 21 Atalaya Terrace, San Francisco.
Joy Clarke Biggs.
Matilda Boernson, 1448 Anza St., San Francisco, Cal.
Grace Boucher, 1753 Pleasant Valley Ave., Oakland, Cal.
Florence Bourne.
H. F. Bowring, 924 McKinley Ave., Oakland, Cal.
Miss Pearl Boyden, 1534 Sutter St., San Francisco.
Mrs. Mary M. Bulyer, Salinas, California.
Miss Vavara Canellos, 795 Eighth Ave., San Francisco, Cal.
Josephine Carroll, 3068 33rd St., Sacramento, Cal.
Thelma Cavanaugh, 1365 22nd Ave., San Francisco, Cal.
Mrs. June Chaplin, 6435 Telegraph Ave., Oakland, Cal.
Margaret Christensen, 1633 65th Ave., Oakland, Cal.
Emily H. Clancy, Taft, California.
Helen Clashy, 3627 20th St., San Francisco, Cal.
La Rita Collins.
Mrs. Susan E. Conrad, 216 Fourth St., Redlands, Cal.
Agnes C. Cooney, 382 Ocean St., Santa Cruz, Cal.
Martha R. Cooney, 382 Ocean St., Santa Cruz, Cal.
Mary E. Cooney, 382 Ocean St., Santa Cruz, Cal.
Hazel Crow, 1923 Woolman Ave., San Diego, Cal.
Margaret J. Crowley, 3978 Sacramento St., San Francisco.
Rachael V. Cummings, Route 1, Box 126, Madera, Cal.
Ethel E. Davis, Soledad, California.
Mrs. Olive L. Dawson, Apt. 2, 802 Cole St., San Francisco.
Miss H. Dickie, 2341 Valley St., Oakland, Cal.
Miss Otilda Dorffel, 2316 E. 27th St., Oakland, Cal.
Vivian Dyche, 1040 Bush St., San Francisco, Cal.
Mrs. Mabel B. Dye, Alameda, California.
Edna Edmonds, 101 Belvedere St., San Francisco, Cal.
I. Elliott, 202 Hartford St., San Francisco, Cal.
Carletta Engleman, 444 21st St., Richmond, Cal.
Mrs. W. W. Farlow, Box 1544, Taft, Cal.
Margaret Finch.
Mary Foss, 854 E. 14th St., San Leandro, Cal.
Miss Helen Fotheringhame, 1105 O St., Sacramento, Cal.
Gertrude Fortheringhame, Orland, Cal.
Louise Foundeen, Sebastopol, Cal.
Inez M. Fowler, 2216 L St., Sacramento, Cal.
Margaret Frishholz, 1318 Brown St., Oroville, Cal.
Elizabeth Garland, 153 Race St., Grass Valley, Cal.
Esther R. Baupp, Borica Drive, San Francisco, Cal.
Helen M. Gehrke, 985 60th St., Oakland, Cal.
A. B. Giroka, 32 F. 5 Mission St., San Francisco, Cal.
Gladys Gore, 3024 Hillegass Ave., Berkeley, Cal.
Vinsen Gorman, 861 Sutter St., San Francisco, Cal.
Sarah E. Gowarlock, 7415 Wild St., Oakland, Cal.
Miss M. Granlund, 2023 47th Ave., Oakland, Cal.
Genevieve Groce.
Ursula Hagan, 306 Waller St., San Francisco, Cal.
Henry C. Hall, San Bruno, Cal.
Miss Bertha M. Hampton, San Luis Obispo, Cal.
Mrs. Mae Hunter Hill.
Edith Hirsch, 3158 Market St., Oakland, Cal.
Amelia Hofman, 6443 California St., San Francisco, Cal.
Ella Hougen.
E. M. Ivanhoff, 1225 29th St., San Francisco, Cal.
Edna Orr James, 807 N. Eldorado St., Stockton, Cal.
Natilda Jonke, 708 Nevada St., Oakland, Cal.
Anna S. Johnstone, 356 21st St., Merced, Cal.
Mabel Jorgensen, 252 Central Ave., San Francisco, Cal.
Hazel Jory, 52nd Ave. and Foothill Blvd., Oakland, Cal.
Elinor Kennedy, State Teachers' College, San Francisco.
Ethel Kibbee.
Reba King, 2345 Divisadero St., San Francisco, Cal.
Robina King, 2345 Divisadero St., San Francisco, Cal.
Belia Leithold.
Louise Lightcan, 3152 Marshall Way, Sacramento, Cal.
Faith H. Longfellow, 256 W. Poplar Ave., San Mateo, Cal.
Mrs. Lephy Laymon, Winton, California.
Mrs. E. S. Leedy, 2939 34th St., Sacramento, Cal.
Irene Leonard, Madera, Cal.
C. H. Luke, Box 547, Reno, Nev.
E. MacLean, 676 Arkansas St., San Francisco, Cal.
Sophia Madson, 230 Laguna St., San Francisco, Cal.
Mary C. Maguire, 100 Ninth St., Oakland, Cal.
E. Maher, 942 Dolores St., San Francisco, Cal.
Pearl Marshall.
John F. Mason, Nevada City, Cal.
Ida V. McDonald, Route B, Box 58, Fresno, Cal.
Edna McKinlay, 440 Post St., San Francisco, Cal.
Eva McLean, 1248 College Ave., Fresno, Cal.
Ione I. McKeen, Kingsbury, California.
Miss Anna Morris, 1361 Union St., San Francisco, Cal.
Mrs. Anna Morris, Rialto, California.
Blanche Morris, 1154 Filbert St., San Francisco, Cal.
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Miss Nora Nyhan, 142 Precita Ave., San Francisco, Cal.
Jessie D. Ogden, 1025 Bella Vista Ave., Oakland, Cal.
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Mrs. Frances Owens, Box 191, Madera, Cal.
Miss Cora Patton, 2954 Hillegass Ave., Berkeley, Cal.
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Caroline B. Potter, 1314 Alice St., Oakland, Cal.
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Miss E. Rossland, 1421 Comstock Way, E. Oakland, Cal.
Mrs. Phyllis A. Samain, Lincoln School, Taft, Cal.
Gene Sannes.
Mrs. K. L. Sartain.
Margaret Schafer, 957 Eighth St., Douglas, Ariz.
Erna Seeger, 21 Manor Drive, Piedmont, Cal.
Cora S. Senkenberg, 1426 Garden St., Santa Barbara, Cal.
Esther Senkenberg, 1426 Garden St., Santa Barbara, Cal.
Mary B. Shell, 743 San Jose Ave., San Francisco, Cal.
J. Defray Silvia, 319 W. Ortega St., Santa Barbara, Cal.
Adelaide F. Simonton, 1219 Arguello Blvd., San Francisco.
Mabel D. Steen, Hotel Whitcomb, San Francisco, Cal.
Amy Stevens, 635 Eighth Ave., San Francisco, Cal.
Bertha G. Stever, Sac. City Schools, Sacramento, Cal.
E. Stucky, 5058 Fairfax St., Oakland, Cal.
Iva May Suiter, 300 Haight St., San Francisco Cal.
E. R. Sutherland, 712 Ashbury St., San Francisco, Cal.
Josie Thompson, Riverside, California.
S. M. Thompson, Peralta School, Oakland, Cal.
Helen C. Thomsen, Rio Linda, Cal.
Isabel Traynor, Sacramento, California.
Miss E. Van Orden, San Anselmo, Cal.
Alice Walsh, 80 Hill St., San Francisco, Cal.
Mrs. Bess E. Ward, 316 Rosedale St., Modesto, Cal.
F. M. Weinand, 1271 31st Ave., San Francisco, Cal.
Lois Wiester, 643 54th St., Oakland, Cal.
Ida Wilcox, 538 Waller St., San Francisco Cal.

ASSOCIATION FOR THE FOSTERING OF CREATIVE EDUCATION ORGANIZED

Teachers from various parts of the state who have been attending the summer session of the San Francisco State Teachers' College have formed an organization to study and promulgate the work of Creative Education in the state of California.

The nucleus of the Creative Education Association of California was started in the classes in Creative Education which have been conducted by Mrs. Samuels, principal of the State School of Creative Education at Cucamonga in San Bernardino county.

Between two hundred and three hundred teachers identified themselves with the new association.

Mrs. Stanley was elected president, Mrs. Samuels of Cucamonga vice-president, and Mrs. Leedy of Sacramento, secretary.

The following constitution was adopted by the organization:

Constitution of the Creative Education Association

Article I—Name and Purpose

Section 1. This organization shall be known as the Creative Education Association of California.

Sec. 2. Its purposes shall be:

1. To study the principles and practices of creative education.

2. To promulgate the principles of creative education as exemplified in the State School of Creative Education at Cucamonga, California.

3. To aid, so far as is possible, in increasing the opportunities for giving creative education a fair and impartial trial to the end that it shall have every chance to show its merits.

Article II—Officers

Section 1. The officers of this association shall consist of a president, vice-president and secretary. They shall be elected annually by ballot. The names of the candidates shall be published in the Western Journal of Education in October of each

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year. Members may write out their ballots and send them to the secretary of the association, or to such officer and address as shall be announced with the publication of the names of the candidates. Any member shall be entitled to vote for candidates other than those announced. Balloting shall close on the last day of November.* The result of the election shall be announced in the Western Journal of Education, not later than January.

Sec. 2. The duties of the officers shall be those assigned by parliamentary usage in so far as is practical; and in addition thereto they shall be expected to lead in the cause of creative education in the state of California.

* Candidates receiving a plurality of the votes shall be declared elected.

Article II—Membership

Section 1. Anyone who is interested in creative education and who is in sympathy with the purposes set forth in Article I of this constitution may become a member by sending his name to the secretary of the association.

Sec. 2. Membership may be withdrawn at any time by notifying the secretary of the association.

Article IV—Locals

Local branches of the association may be formed in any locality where there are three or more members. These local organizations shall have the power to organize and work for the cause of creative education. They shall confer with and work in harmony with the president of the association.

Article V—Amendments

This constitution may be revised or amended by a majority vote of the members. The proposed revision or amendments must be published in the Western Journal of Education in October. Balloting on the proposed revision or amendments shall close on the last day of December and the results announced as soon thereafter as possible.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

The American Library Association met this year at Saratoga Springs June 30th to July 5th, with headquarters at the Grand Union Hotel. The president for this year was a Western man, Mr. Judson T. Jennings, librarian of the Seattle Public Library. Possibly because of this, California librarians received an unwonted recognition on the program, our own state librarian, Mr. Milton J. Ferguson, being one of the speakers at a general meeting of the association. We hope to have a report of this address later, for it was on the subject of "What Californians Are Reading". It will appear in full in the Library Journal in August.

The address of President Jennings was entitled "Sticking to Our Last", and his "text" was from the English Prayer Book: "We have left undone those things which we ought to have done; and we have done those things which we ought not to have done, and there is no health in us. But Thou, O Lord, have mercy upon us, miserable offenders." He deplored the old and now fortunately waning habit of securing money for libraries "through pink teas, and lotteries, by concerts, picnics, plays and exhibitions, somewhat as funds are still raised for missionary work." Mr. Jennings thinks that art galleries, museums, lecture courses and community centers might be better conducted by some other agency than the library, but that the library should do three things: "First," he said, "among the requisites for good library service no one thing is as important as a competent personnel. I am one of those who believe that better library service, wider fields of service, and larger appropriations for that service will come to us in just about the same proportion and at about the same speed as we are able to secure more and better trained librarians. The second thing that I think we should do is to make every effort to provide library service where none now exists. In our own country we are told that approximately one-half the population is without library service. Surely we will not justify our faith in the good influence of books unless we make very serious attempts to remedy this situation. To do this will require much time and effort, field agents, publicity, demonstration libraries, hearty co-operation with state commissions and other agencies striving toward the same goal and money.

"The third enterprise that I think we should undertake is an active participation in the movement for adult education. It seems strange that in the literature of adult education both here and abroad there is so little mention of libraries. We librarians insist that the library is an integral part of public education and that the true university is a collection of books, and yet our public and our educators never think of the library as a possible direct agency for education. In the public mind the librarians are still care-takers rather than educators. To Mr. Average Man the word 'Education' still means 'School' and nothing else." Mr. Jennings then discussed various means of carrying on adult education and raised the question as to whether the chief method must be through formal classes as in schools and colleges, or rather through the printed page. He said: "The fundamental tool of education is the book. The chief thing our children learn in school is to read. The formal education in our schools and colleges is at best largely guidance in reading and this is becoming more true every day. If we can persuade students when they leave school that their education has but just begun and that it is something that lasts through life, then we must also tell them that it must be acquired largely through reading. For the great majority the books required for this reading must be obtained at the public library. Then why should not the librarian, a specialist in books, guide the reading and become the chief factor and agent in adult education?"

Mr. Harold L. Leupp, librarian of the University of California Library, prepared a paper on "The Library the Heart of the University", which in the absence of Mr. Leupp was read by Mr. Carlton E. Joeckel, librarian of the Berkeley Public Library, at the fourth general session of the association. Mr. Leupp's address dealt with certain phases of the work of the University of California Library, as being typical of other university libraries, and gave an outline of the way in which the general library and the departmental libraries of a great university co-ordinate. The present university library building was entered in 1911, and a satisfactory plan of working with the various departments has been developed. Funds are now being awaited with which to erect a group library building in which can be consolidated the libraries of related departments such as pathology and physiology. The University Library has provided trained librarians for the Southern Branch of the University in Los Angeles, for the branch of the College of Agriculture at Davis, for the Medical School in San Francisco, and has arranged for the cataloging of the library at Lick Observatory.

Mr. Milton J. Ferguson is president of the League of Library Commissions, and was responsible for the program of that department of the association. This program was very highly commended by many of those who attend the meetings with regularity. Mr. Sydney B. Mitchell, associate librarian of the University of California Library, gave a very witty as well as sane consideration of what the people expect from their library system.

The keynote of the meeting of the American Library Association this year was that struck by President Jennings in his address and this was further emphasized by the address of Mr. Alexander Meiklejohn, formerly president of Amherst College, before the association on Friday evening. His topic was "The Teaching of Reading as a Part of Education". Mr. Meiklejohn said, in part: "America's problem is to find a way for one hundred thousand people to think out their problems together. We are at the beginning of the greatest adventure of the human spirit. The four instruments of intellectual interchange are, first, the newspaper; second, the magazine; third, the book; fourth, speech. You librarians have the first three in your charge. What are you going to do with them to make many minds into one?

"The striking characteristic of the average college student is that he does not read books. He has read his books. He has been educated. I believe that the present method of instruction in the colleges is a means of keeping the students under third-rate minds. In philosophy the first-rate minds are Aristotle, Plato, etc. Second there are men of importance today, such as James and Dewey. Third, there are the rest of us. Our colleges try to communicate knowledge by means of speech, by lectures. We have got to stop. We have got to begin giving our instruction by reading.

"I consider that teaching is a process in which two students go together to the great minds that the human race possesses and try to find statements of the problems confronting them which will help to work out their own solutions. The great difficulty in our scheme of education is that we are trying to educate the child of uneducated people. Home influences tend to counteract these efforts at education. We are trying to teach reading in a society that does not read.

"A people can be a democracy if it can learn to read, to get the wealth in store in the literature of the race, to weld itself together into a single mind. You librarians are charged with the education of the older people through reading. We want the foreigner, the worker, the property owner, the parents, everyone to read. You are in charge of the books. You are in the strategic position."

The executive board of the American Library Association announces the appointment of a commission on the library and adult education, consisting the following: Chairman, Judson T. Jennings, Seattle Public Library, president of the American Library Association, 1923-24; Charles F. D. Belden, Boston Public Library; William W. Bishop, University of Michigan Library, Ann Arbor; Matthew S. Dudgeon, Milwaukee Public Library; Miss Linda A. Eastman, Cleveland Public Library; W. C. Carson, inspector of Public Libraries, Ontario Department of Education, Toronto; and Charles E. Rush, Indianapolis Public Library.

This marks the beginning of a new kind of educational library service. Libraries have developed excellent leading departments for the reader of popular books and splendid reference service for the person seeking definite facts or desiring to undertake research. The object now is to de-

velop special departments for the aid of ambitious adults and boys and girls out of school who want to study independently. Thousands of older boys and girls and men and women could and probably would continue their education voluntarily if they could get at the library the time, attention and encouragement of competent educational assistants, and if the library could provide an adequate supply of books to meet their needs promptly.

An investigation is to be made of the more important adult educational activities in this country and abroad, including university extension and correspondence courses, and an intensive first-hand study of the adult educational service of university, public and special libraries. The study will be made by L. L. Dickerson, until recently the advisory librarian in the U. S. Army. Funds for the study have been provided by the Carnegie Corporation of New York, including an appropriation for the publishing of reading courses.

The county libraries section of the A. L. A. was presided over by Miss Anne Mulheron, librarian of the Portland, Oregon, Library, in the absence of Miss Anna G. Hall, librarian of the Umatilla County Library, Oregon. Miss Bessie B. Silverthorn, librarian of the Stanislaus County Free Library, California, prepared a paper on "Methods of Improving Reading Habits Through the County Library". In her absence the paper was read by Mr. Ferguson.

The John Newberry medal awarded by the American Library Association at its annual conference for the most distinguished contribution to American literature for children during the year was awarded here to Charles Boardman Hawes, author of "The Dark Frigate" and other sea tales. Mr. Hawes died in 1923. Mrs. Hawes was present and accepted the medal in her husband's name.

The John Newberry medal was adopted two years ago by the executive board of the American Library Association. The donor is Frederic G. Melcher of New York, and the designer Rene Chambellan, also of New York. The award is restricted to authors who are citizens or residents of the United States. Its purpose is to encourage original and creative work in children's literature. The donor named the John Newberry medal in honor of a London bookseller and publisher of the eighteenth century, one of the first publishers to devote attention to the publication of childrens' books. The first award of the medal was made in June, 1922, at Detroit, to Hendrik Van Loon for his "Story of Mankind".

Charles Boardman Hawes has been recognized as the author of original and fascinating sea stories. He has recreated the atmosphere of the old buccaneering days. He possesses also a first-hand knowledge of ships, crews and storms which he describes in a style of rare clarity and power. In 1920 appeared "The Mutineers", and it was at that time hailed by some of the author's most enthusiastic admirers as a second "Treasure Island". "The Great Quest" appeared in 1922 and deals with a voyage to South Africa. "The Dark Frigate", which won the Newberry medal for 1923, is a historical tale of the days of Charles I of England. The death of Mr. Hawes before the publication of his last book is deeply regretted by all who have observed the valuable contribution he was making in the field of children's literature.

The meeting as a whole was a success. The members of the association were imbued with a stronger conviction than ever before that the library must take its place as an instrument of adult education, and that it may, working along these newer lines, become a highly important influence in the life of the American nation.

The Rural Teacher Training Conference met at the San Francisco State Teachers' College on July 25 and 26. Mrs. Grace C. Stanley, commissioner of elementary schools, was in charge of the conference. From start to finish it was an interesting meeting.

Probably not over one hundred were in attendance, but the ones who were there came voluntarily and their interest was very apparent. Rural teachers, rural school supervisors, county school superintendents, the superintendent of public instruction, representatives from the State Board of Education, State Department of Education, State Teachers' Colleges, University of California (Southern Branch), Department of Agriculture, University of California, County Library, State Library, Western Journal of Education, Sierra Educational News, and visitors from far and near who were interested in the rural school problem attended the meetings. One visitor was the superintendent of schools of the Island of Maui; another was from the state of Washington, while a third one had dropped in from New Jersey.

The keynote of the conference was to make rural teaching so attractive by better salaries, better living conditions, and a better course of study that teachers will choose to go to the country and be contented to remain there. Will C. Wood, superintendent of public instruction, summed up all these points in an exceptionally fine talk given at the final session of the conference.

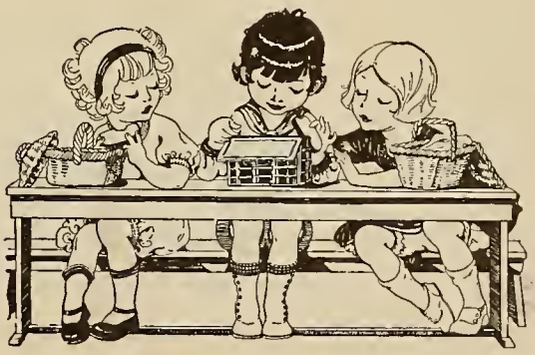
Mrs. May Dexter Henshall, county library organizer of the State Library, addressed the conference on co-operation between the schools and the county library.

Mrs. Henshall visited Sutter, Stanislaus, Tuolumne, Alameda and Santa Clara county libraries. In all of them many books were coming in from the schools to be cleaned, repaired, or discarded, according to their condition. The fascination of marbles, tops, balls, etc., seems to leave young Americans little time to consider the relation between clean hands and clean books. Excellent county free library service is being given by all of the counties to the schools and every year a better understanding of the plan for service is evident.

Talks on the most effective team work in operation between the schools and the county free libraries were given by Mrs. Henshall during July to nine hundred teachers at the San Jose State Teachers' College, to one hundred and fifty teachers at the Berkeley session of Miss Swope's summer school, and to the Rural Teacher-Training Conference.

Miss Gladys English resigned her position as county librarian of Tuolumne county. She has accepted the position of librarian of the Piedmont High School.

Miss Martha June Coleman, assistant in the Glenn County Free Library, has been appointed county librarian of Tuolumne county and will take charge on August 18.



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A WOMAN'S BALANCE SHEET

Contributed by the Women's Banking Department, Bank of Italy

We are living in a dynamic age, an age when women must define themselves and their objects and appraise their capacity for accomplishment, but above all women must accomplish! As never before, women are being weighed in the balance to determine their value as economic factors, in the home, in business and the professions, and in the world at large.

It has become a habit to refer to the war as the turning point in the economic affairs of American women. Again and again are heard statements that seem to infer that before the war women as a whole were leading quiet, sheltered lives quite apart from the world of business. This is a popular fallacy. Women have always carried a share of the economic burden of the world, whether in their homes or beyond. Changing conditions have but shifted the scene and shifted the weight of the burden, but it has always been a world composed of working women as well as working men.

War time demands called women to service in many new fields, and this greater opportunity developed a new sense of responsibility. Greater accomplishment has naturally developed critics among observers, and women are deeply concerned in new appraisals of their worth.

The educational world is balancing the relative value of women and men in our school rooms. In the political world there is a weighing of pros and cons; and in the business world, where women are now taken as a matter of fact, the same scrutiny is found, and all of these balance sheets are being studied with keen interest and searching analysis, by women everywhere.

This teaching is not all left to her critics, for consciously or unconsciously she becomes her own severest judge and the personal balance sheet of every woman of today would be an interesting document.

When does her fiscal year begin? Uncle Sam strikes his balances and turns over a new leaf in his account books on July first; France starts her new business year on January first; John Bull celebrates on April first, when he starts with a clean slate for the whole British Empire; and so on, around the world, but for every woman today is the only day! Tomorrow will not do. She must dedicate today to her own Balance Sheet. Ragged ends must be gathered up, bills must be paid and all obligations must be met. When this is done and her financial house is in order, she is ready to face the world with head high and conscience clear.

How does a woman draw up this balance sheet? Even though the situation is faced with relentless honesty of purpose, ninety-nine women out of every hundred will make the mistake of carefully enumerating material possessions, houses and lands, stocks, bonds and other securities, but fail to include themselves. They entirely overlook such resources as health, native ability and education. I come with a brief for the woman who usually ignores these greatest assets.

The other day I heard a young teacher explain, as she was discussing business matters with her banker, that she possessed nothing—but diamonds. There she stood, keen and alert, educated and specially trained for her profession, not realizing that with that training, plus her own ability, her earning capacity easily represented, at six per cent a capital of thirty thousand dollars or more.

In this materialistic age people are very respectful of their bond holdings, and a woman who had from thirty to forty thousand dollars safely invested at six per cent would have a feeling of comfortable security about the financial future.

Any business or professional woman earning an income should figure for herself on this conservative basis of six per cent, the capital investment which she represents. To many this will suggest a new appreciation of values and a new appraisal of herself. With this in mind let the interested woman strike a new balance sheet in personal, human terms and let her be careful to make a complete inventory. In business statements one often sees such items as "actual value $100,000 standing on the books at $1.00". If she included herself at all, the average woman would probably follow the above example. How few housewives appreciate their value as economic factors, and how seldom do business women take just account of themselves!

It is important to remember that any personal inventory is of greatest value when compared with that of the previous year. It sounds bromidic to say that there is no such thing as standing still, but it is nevertheless true that the woman who is not advancing is slipping back. If a woman is not worth more today than she was last year, to her home, her business, and her employer, then it is even more necessary to take a new inventory and find the reason why.

If people would take true inventories and run true and just balance sheets doing justice to liabilities and resources, human insolvency would be unknown. What is needed is renewed confidence.

If women respected themselves as they do their stocks and bonds, there would be no such anomaly as a woman with an inferiority complex!

HIS BREED IS HERE!

By Ella Sterling Mighels

You tell me that the Pioneer is gone,
No longer is he here
With all his powers of mighty men
To reconstruct, and make it clear
That a giant-man hath passed this way
To rule the rivers and the face
Of Nature with his splendid sway—
To make a road through mountains
And a bulwark 'gainst the sea,
To create a glorious empire
For the chilren yet to be!
You tell me he grew feeble
And fell into the grave
And now there's no one
Left to save
Us from the greed of gold
That would rob us of that grave!
I tell you no, you are mistaken,
For his SPIRIT'S very near—
He hath not left us desolate,
For, lo! his breed is here!

Note: The author of this poem was given the title of California's First Literary Historian by the legislature. Mrs. Mighels in "Literary California" and in all her books represents the true pioneer spirit. This poem should be read on California's Admission Day in the schools.—Editor.

The August number of "The American School Board Journal" has an excellent article, illustrated, on the San Francisco school building program. Ruth Thompson, author of Modern School Readers (with H. B. Wilson), is the writer of the article.

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Miss Edna Marie Davis
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To the hundreds of friends of Mr. Cramsie who looked upon him as a confirmed bachelor, the above will come as a surprise. As superintendent of Yuba county, as principal of schools, as member of County Board of Education, as a member of school peoples' clubs and organizations, he has been known as a genial pedagogue, a convivial friend, and a dependable performer. He is to be congratulated on this new adventure, and we are sure that his long period of single blessedness will but add to his serene matrimonial bliss.

Merton E. Hill, the author of "Patriotic Writings for American Students," was the delegate to the Rotary Club convention in Montreal, Canada.

Grace Chandler Stanley, State commissioner of Elementary Education, held a conference in Modoc county at Alturas, the week of August 11th.

The counties of Mendocino, Del Norte and Humboldt will hold a joint institute at Ukiah September 22, 23 and 24. Roy Good is arranging an excellent program.

Miss Edith Ruebsam of the State Teachers College, San Jose, has taken a year's leave of absence to act as rural supervisor for Superintendent Clark of Sonoma. Miss Ruebsam is a great acquisition to rural school forces, as she has a common sense view of education and is exceedingly progressive.

Supt. Joseph Marr Gwinn of San Francisco has in co-operation with various committees of teachers issued new courses of study on reading and history. Supt. Gwinn has announced himself as a strong advocate of the essentials, reading, writing and arithmetic, in the elementary schools.

"GET THE BEST"

Under this title, the G. & C. Merriam Co., Springfield, Mass., has issued the third edition of Webster's Collegiate Dictionary. This is the largest abridgement of Webster's New International. It has 106,000 words, 1700 illustrations, 1256 pages. Webster's is the supreme authority. Write for beautiful booklet, free, describing the new book.

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As usual, California won the prize for attendance, in balancing, number and distance. The special train, four Pullman cars, special from California to Washington, had sixty-four Californians, and when they arrived they found thirty-four others, and by night there were 150, though the last forty-two are not, necessarily, at present in service in California.

The "official team" of the State Association is unsurpassed. Mark Keppel, superintendent of Los Angeles County, president of the State Association, challenges one's superlatives, for he is senior in years of service as county superintendent among the well-known educational leaders of the country. He has the banner for heroic anti-political, highly professional, ardently sensible official educational leadership of the United States.

Arthur H. Chamberlain, executive secretary of the State Association and editor of The Sierra News, the official organ of the association, has no rival in professional personality and in official devotion among the secretarial leaders, and William P. Dunlevy of San Diego, state director, manager of the "special," and publicity expert, could not be surpassed. No commercial "Boom and Boost Special" ever had better advertising than did "Dunlevy's Special," and no de luxe excursion has had more comfort en route than did these Californians.—By A. E. Winship.

Dr. A. H. Sutherland has resigned as head of the Educational Research Bureau of the Los Angeles city school system. He is a man who has been trained as an expert in the University of Chicago and is known as a lecturer and an exponent of placing education on a scientific basis with a deeper and more effective knowledge of the child's biological and physiological nature. Dr. Sutherland will continue in his life work in educational research. His field of operation, however, has not been definitely decided.

Superintendent Mamie Lang of Tehama county has arranged to hold her institute at the Chico State Normal School the week of October 20th.

Lessons in California History. By Harr Wagner and Mark Keppel, edited by Lawrence C. Lockley. 332 pages, illustrated, Harr Wagner Publishing Company.

This is the third printing of a delightful reading book, which first appeared in 1922, and which has a host of friends. The book will fulfill its aim to "stimulate the love of the people of California; to keep alive the memories of the pioneers and the men and women who contributed to the wholesome public sentiment that brought about our great commonwealth and translated it into social uses."

The cream tinted paper, large type, and many illustrations are pleasing; the colored frontpiece "Fremont Naming the Golden Gate," from the original painting by Mabel Macy, is very good. The text has positive literary merit.—Vaughn McCaughey, in Sierra Educational News.

WINSHIP'S PERTINENT REMARKS ABOUT CALIFORNIA AND THE CALIFORNIANS AT THE N. E. A.

Mary F. Mooney, vice-principal, San Francisco, was a leader among the leaders in California last July and she was highly appreciated therefore in Washington this July. She is one of the most brilliant representatives of classroom teachers. Her prominence in the California Association gives her high recognition in the National Education Association.

H. B. Wilson, superintendent, Berkeley, and professor in the State University, maintained this summer his reputation for vigorous professional thinking and clear presentation of progressive thought. His messages at the Washington meeting were on visual education and secondary school functioning.

Mark Keppel, superintendent of Los Angeles county, is one of the ablest, brightest progressive school men in America. He has handled school affairs in one of the largest counties in the country, a county that has the largest percentage of growth of any large county, through a period of more dynamic force and more heroic professionalism than any other county, and he has kept ahead of trouble all the time. No other American school man has had a record to match that of Mark Keppel.

New York University is always a revelation of progress and virility. Chancellor Elmer Ellsworth Brown and Dean John W. Withers are educational leaders universally appreciated.

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HUB WIT LEE

By Ruth H. Martin
Woodrow Wilson Junior High School,
Los Angeles

At the Woodrow Wilson Junior High School, Sawtelle, California, there are two requirements for teachers. Upon hearing them the gentle reader will stand aghast at such radical deviation from the accustomed ideas. The requirements are that a teacher must be either good looking or have a charming personality. It is at once apparent that the ideal teacher possesses both these qualities.

If, after a person fulfills these two prerequisites, she (or he) can present a secondary certificate and can fulfill other technical necessities, she is eligible as a teacher of Wilson Junior High.

The reason for these requirements is that students get more from their personal love for a fine character than from any other school offering. If such is the case a student must have a teacher he can love.

The converse of the foregoing statement is that textbooks are the dryest, dullest and positively most uninteresting in the world. No test of character or any chance of future success is dependent on students' ability to fall in love with textbooks. Such chances of future success are dependent on falling in love with noble character and lofty ideals.

A person gifted with good looks as we understand the expression at Wilson, i. e. a pleasant, kind, good appearance, or a lovable personality, is at once known to be unselfish. It follows that such a teacher is probably a worker of unlimited resources and ability. She naturally inspires the students with whom she comes in contact to exert themselves far beyond their usual capacities. It was for such teachers and for students who have given hours of their time and immeasurable energy to work for the school that there was originated

Hub Wit Lee

No, it is not a new brand of incense, gorgeous and exotic as it seems. It is the name of the honor society of the Woodrow Wilson Junior High School, formed by rearranging the letters of the school colors, blue and white. At first glance it may seem fantastic, but so, to the uninitiate, do the Chinese words for Truth, for Ingenuity, for Charity, which have meaning for those who understand. Hub—the center; wit, common sense; lee—the sheltered side of a ship.

If to yourself, the Hub, the heart of life,
You are forever steadfast, wholly true,
Then by your Wit you shall attain your goal
And in your Lee give peace to others too.

There are three ritualistic degrees in Hub Wit Lee: the Silver degree, for which the watchword is Sincerity; the Gold degree, which means Fidelity; and the Ring degree, which has for its ideal, Service. The three degrees are independent. One need not have received the Silver award in order to be eligible for the Gold, nor the Gold to attain the Ring. The silver and gold awards are engraved cards bearing the school seal, and signed by the class teacher, the principal, and the student body president. The class organizations of the school elect the students from among their members to receive the silver and gold certificates. This selection, with the consequent awards, is made on the basis of the ideal of Sincerity and the ideal of Fidelity.

The award for the highest degree, Service, is a seal ring of solid gold with the letters W. S. in white gold on an onyx background. These rings are presented only at the annual Hub Wit Lee ceremonial and are, of course, desired by every student. The desire, however, cannot be apparent, as a service done for a reward ceases to be service.

The selection of candidates for the Service ring occurs in the student council of the school. The annual meeting for this election is an intense affair. There is no appeal from the decision of the council in the matter of the candidates selected. As an aid to wise selection all the organizations of the school are asked to submit suggestions. Concise, impersonal statements of the reasons for each candidate's being suggested are filed with the name. But woe to the one whose friends are so zealous and so unwise as to make a personal plea for him to any member of the council. Some students who perhaps deserved the honor have been kept from it by campaigning on the part of their friends.

The secret of an efficient council is the secret of a wise counsellor. Mrs. Camille W. Burt, head of the history department, functions as the student body counsellor. In no way does she indicate or suggest the actual selection of candidates, but rather merely guides the proceedings. So just and tempered with the fundamental of service has been Mrs. Burt's endeavors that of the thirty-five candidates selected in a period of three years, full harmony has always prevailed with the announcement of those chosen, even though the debate and deliberations were eloquently warm within the council chambers.

The meaning of Service is discussed so much in the school; the students are so impregnated with its ideal; and the council is so imbued with its responsibility to the school and the ideal, that the selections are always astonishingly just. The attractive, popular girl is a friend of every member of the council, but who does very little work which is not paid for by applause is passed over for the girl who quietly takes charge of the Lost and Found department and makes it efficient; the one who always is on hand when there are costumes to be made or party dishes to wash or a membership campaign to be carried out.

The question, "What is service?" has never been answered in words by the student council of the Woodrow Wilson school. The council does not regard the mere solid performance of work prescribed by someone else as service. Service must be constructive, must be a definite benefit to the life of the school before it can be recognized as such.

Some people, especially new teachers who have not grown to understand the spirit of the school, beg almost tearfully, "Tell us what constitutes service. Give us something concrete. Set a definite standard." Mr. Chemberlen, the principal, who is the spirit of the Woodrow Wilson school, shrugs and smiles. "And take away the inspiration, the encouragement to create? In life is it not always the thing no one has done before that wins fame and honor? What constitutes service one time may not again. It cannot be bound into a course of study."

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HISTORY OF THE CAPITOL PARK

By A. Marison Mull, Jr., Sacramento Junior College

ACKNOWLEDGMENTS

[I am greatly indebted to Miss Garoutte, in charge of the California section of the state library, in locating material upon which to base this article.

I have drawn rather freely from the following writings, for which I am grateful: "State Capitol Park," by William Vortriede (state gardener); "The Beauty of Sac," by Miss Annie C. Weeks, Sacramento Bee, June 30, 1902; California Blue Book, 1907, pages 13 and 14.]

The grounds of the capitol of the state of California are perhaps the finest, largest, and most interesting of those of any state capitol of the United States of America. The area of the grounds within which the capitol stands is 33.05 acres; that portion donated to the state by the city of Sacramento, being the area within the boundary of the south side of L street to the north side of N street, from the east line of Tenth street to the west line of Twelfth street, containing 11.90 acres, and that portion purchased by the state for $100,000, being the area within the boundary of the south side of L street and the north side of N street, from the west line of Twelfth street to the west line of Fifteenth street, containing 21.15 acres.

The grounds are thickly planted with trees and shrubs of over four hundred and fifty varieties, procured from all parts of the world. The first work of making the park was commenced about the time of the occupancy of the state capitol, in 1869, and the growth of the collection has since steadily increased under the direction of the capitol commissioners, which commissions have since been abolished, superintendents having taken their place. Frank N. Killam is the present superintendent of capitol buildings and grounds. The identity of a great number of these trees and shrubs was entirely lost, and no systematic and thorough effort was made to classify them until in July, 1905, when the commission secured the services of Miss Alice Eastwood, head of the Horticultural Department of the Academy of Sciences, at San Francisco, to do the work. Under her direction the park was thoroughly gone over and its growth labeled with botanical as well as common names, together with the countries of nativity. At the present time Mr. William Vertriedie is the state gardener, to whom anyone wanting any information about anything connected with the Capitol Park should promptly go.

Two magnificent terraces set off the imposing capitol building. They follow all around the structure and are planted with geometric precision in harmony with the Grecian architecture. East of the capitol the planting is more in the natural style.

The large size of the trees and shrubs, reached within a comparatively few years, and their manifest health and vigor, speak volumes for the fertile soil in which they grow and the fine climate they enjoy.

Every country and every clime has made its contribution to the beauty of the grounds. Here we may see the rose of Sharon, of Japan; the red cedar, incense cedar, coast redwood, and Monterey cypress of California; the umbrella pine, from Southern Europe; the varnish tree, from China; the live oak, from Australia; the Douglas spruce, from North America; the date palm, of Africa, South America and Asia; the Italian stone pine, from Europe; the magnolia, from southeastern United States; the cork oak, of southern Europe; the maidenhair-tree, from China and Japan; the lilac, from Europe and Asia; the Canary Island date, from the Canary Islands; the olive, from southern Europe; the orange, from citrus countries; the gum tree, rubber tree, silk oak, silver wattle, acacia, bottle brush, and brush cherry, from Australia; the lemon, loquat, persimmon, and pomegranate, from Europe and Asia; the locust, from America; the horse chestnut, from Europe and Asia; the walnut, from Asia and America; the pepper tree, from Peru; the yew, from Europe, and many more of the less common trees. All these and more find the capitol grounds a home, with its rich soil and mild and even climate. Almost every tree and shrub of the collection repays careful examination because of beauty, origin or historical interest.

But, as in every great collection, there are some trees that are of especial interest, either for their beauty, uniqueness, or history. Large and beautiful saw palms extend in a continuous line around the outside of the grounds, while the sago palm and others equally interesting are scattered throughout the park itself, giving an air of tropical languor and luxuriance to the whole scene. Italy has sent us her Roman pines to dream, in this remote land, of the glories of the past, while unconsciously enhancing the beauty of the present. Visitors to the park are awed at the stateliness of these giants, for, for many feet no leaf nor branch springs from the erect trunk, and then, suddenly, the boughs extend in a great circle having a diameter of some fifty feet, each twig lifting to the sky the softest tuft of dark green foliage.

The curious monkey tree comes from Africa. Many of you know that this tree is the only tree that a monkey, who really is a very agile creature, cannot climb. Japan has given us innumerable flowering shrubs and fragrant ferns, while from Australia we get the eucalyptus whose pungent odor is said to banish all malarial diseases. Here also we may see the tempting strawberry tree growing in all its mock glory. During that time of the year when the strawberries are ripe one is surprised and at the same time delighted to see groups of little children standing under its shade, gazing with longing eyes upon these crimson berries. To Tasmania we owe the many acacias, the delicate fragrance of spring itself.

From the chill north, the sturdy Norwegian spruce has traveled far to show us from what good timber were hewed the masts of those strange ships on which the Vikings sailed to harry their fierce wild enemies. The cedars of Lebanon have been famous from early times, being frequently mentioned in religious and sacred writings. The fact that the original groves mentioned in the Bible have been greatly reduced through various causes, and the largest now known contains only 400 trees, some of which are evidently of great age, makes the specimen in the park all the more interesting and valuable. The cedar of Lebanon is characterized by its fragrant, light-red, durable wood. They are noted for the size of their trunks rather than for their height. They differ from most conifers in that their branches are widespreading. The cones and leaves resemble those of the larch more than any other tree, except that the leaves are persistent. You

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should have no difficulty in recognizing this famous tree.

In about the center of the grounds is a plot of half an acre, densely planted with American trees, Memorial Grove. This is an interesting grove of trees and shrubs, collected, planted, and dedicated to the state of California by the ladies of the Grand Army of the Republic. They are historic trees collected from the most prominent battlefields of the Civil War. We find here the black walnut, the ash, the wateroak, the willow oak, the blackjack oak, the mulberry, the juniper, the black locust, the American white elm, the slippery elm, the Wishoo elm, and the dogwood.

The three acres in the southeastern portion of the park, between Fourteenth and Fifteenth streets, N street and Capitol avenue, will be used exclusively for California flora. Here the plants of the desert, such as the many different and interesting cacti and yuccas, plants loving sunshine, will meet the plants preferring moisture and coolness of shade, such as the many different ferns, the azalea and the huckleberries. The **Sequoia gigantia** from the Sierra Nevada here meets its only relative, the **Sequoia sempervirens** of the northern Coast Ranges; the sugar pine of the high Sierra greets the ocean-spray-loving Monterey pine; the valley and the Douglas oaks of the many dry valleys, stand beside the tanbark and holly oak of the cooler and more moist Coast Range; and the almost extinct Torrey pine and the silver fir, **Abies venusta**, meet the omnipresent bull pine and Digger pine. Most of the plants of this timely and interesting planting will be furnished by the California orders of the Native Sons and Daughters of the Golden West.

Every moment spent in this wonderful and interesting paradise will be fruitful of knowledge and pleasure. It is truly a veritable Garden of Eden. Mr. William Vortriede, the state gardener, is always willing to take any one through the park and explain its wonders. No one who comes to Sacramento should miss the opportunity to visit the Capitol Park of the state of California.

Capitol Park

By Doris Dickson

Sacramento, Calif.

As one looks down from the dome of California's capitol building in Sacramento, one sees ten full blocks of capitol grounds spread out before one. To a person who has seen these grounds the mere words "capitol grounds" instantly brings before his mind a picture of a magnificent park which contains hundreds of varieties of stately trees. To a person who has not viewed this park no such scene is recalled, and it is necessary to describe it to him, and tell him of its development so that he may realize its beauty and significance.

California state capitol grounds extend from Tenth street on the west to Fifteenth street on the east and from L street on the north to N street on the south. An area of ten blocks is covered, and the breadth of four streets running north and south—an area of 33.05 acres. At the western end of the park, on two gently sloping terraces, the state capitol stands, looking down upon the rest of the park.

The grounds are laid out in extensive lawns and clumps of trees—trees from nearly every state and every county in the world. In the center is a grove of forest trees, the main feature of which is the giant sequoia, a native of California. Other groves contain the Lawson cypress from Port Orford, the weeping birch, lindens, and tulip trees from eastern states, and many others too numerous to name. The many clumps of trees represent some of the most remote countries of the world, as the cedars of Lebanon from the far away valley of Palestine, the monkey tree from Africa, the giant pines of the Himalayas, and the umbrella and bamboo from China. The palms, planted alternately with avenue elms along the drives, are one of the varieties of plants from the tropics. Among this strange collection one may find trees of nearly every variety, living evidences of what their countries can produce. Trees from all climates grow here in close harmony, and add to the cool refreshing beauty of Capitol Park.

The flowers must not be forgotten, for they are found scattered all through the park, and they give a lively aspect to the smooth green of the lawn and trees. Roses of California, poppies from California and Persia, and oleander, a hot house plant in the eastern states, but here a tree, are only a few of the many flowers which beautify our capitol grounds.

This park was not always as beautiful as this, but many years were required to gain this end, the well repaid result of much labor. The capitol grounds first consisted of only the area between Tenth and Twelfth streets and L and N streets, but in 1874 bonds were voted for the extension of the park, and the land between Twelfth and Fifteenth streets and L and N streets was added to it. The park was then spoken of as the park and park extension, but improvements later obliviated any need of distinction. In 1878 the Legislature appropriated $20,000 for improvements which were made under the Capitol Commission's plan by the state gardener. The grounds were laid out in wide lawns and clumps of trees and a double row of trees was arranged along the main drive. At this time a fence was built around the ground and the street was made to correspond with the park. That is, sidewalks were built, and trees, like those in the park, were planted along the street. In 1889 further improvements were made by removing the fence, which a few years previous was thought to be a mark of beauty, and by grading and improving the lawns. In 1905 over two hundred varieties of trees were labeled, both the scientific and common names being used. Throughout the park's entire development, these trees, with much labor and care, were being collected in foreign lands and brought from their native environment to be planted in California's Capitol Park. This labeling, so every one might know the species of any tree in the park, had long been desired, but up to this time the trees had stood in the park with no distinction save in appearance. Now, in 1924, the park stands unmarred. The old State Armory, which stood in the southeast corner of the grounds, and in which so many State Fairs were held, is gone. About twenty-four years ago it was removed, and now the spot where it stood is covered with lawn and forested with evergreens. The State Printing Office, which first served as the governor's mansion, until a few months ago stood near Fifteenth and L streets, but now it, too, is gone, and soon all memories of it will fade away as the plot it covered becomes grown over with lawn and trees.

Among the many trees in the park, one finds famous as well as rare ones. In the form of Memorial Grove one finds an unequalled collection of famous trees. In 1896 Mrs. Eliza Waggoner of the Ladies of the Grand Army of the Republic suggested planting a memorial grove—a grove made up of trees brought from all the famous battlefields of the Civil War—trees which were standing at the time of the battle. Circulars were therefore sent to veterans of the war, asking for such trees, and giving them directions for sending them. The first tree to arrive came in 1897 from Cold Harbor, Virginia, where Grant was driven back by Lee in June, 1864. Many trees were sent, all representing some battle of the Civil War, and among them one find trees from some of the most famous battlefields of that war. A maple from Gettysburg reminds one of the time when Lee was defeated by Meade, and a mulberry from Appomattox, Virginia, of the time of Lee's surrender of the Confederate army to Grant on April 9, 1865. Sheridan's ride, too, by a cedar from Cedar Creek, Virginia, is commemorated. Each tree at first bore an army corps badge telling the name and date of the battle fought on the field from which it was taken, but since many of these were stolen the others were removed for preservation. As one passes through this grove, how difficult it is to imagine that these quiet peaceful trees were once in the midst of a raging conflict! At least we know what the environment of these trees was, but what, we wonder, was the environment of the other trees—trees from Palestine, China, Italy, India, and all the other countries represented in this collection? We do not know, but surely today it is decidedly different, as they now stand in Capitol Park offering their shade and beauty to all who wish to enjoy it.

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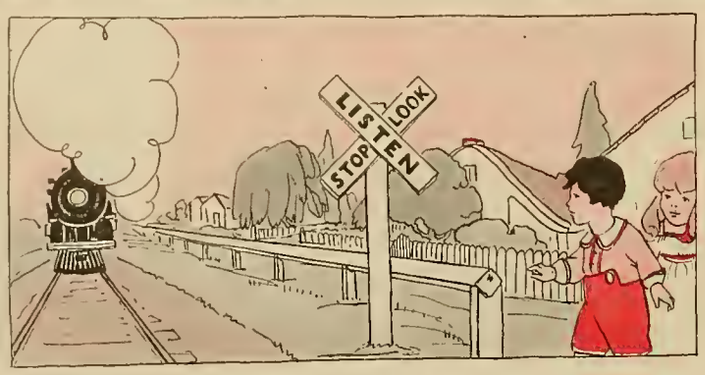

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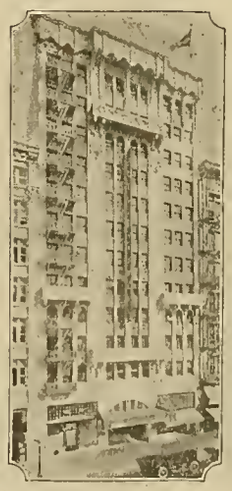

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SEPTEMBER, 1924

GREETINGS

The pages of this Journal are now open to all who are interested in creative education. As you discovered in the last issue, through the courtesy of the editor and publisher, Mr. Harr Wagner, space will be given each month for contributions from all who wish to assist in forwarding the movement which has for its purpose the releasing of power in children by helping them to come into right relationships with others. By removing all restrictions save those imposed by the law of love real creative activity has an opportunity for its fullest and freest expression.

The technique for directing this conception of education is being developed in many places throughout the world. It is the purpose of this department to encourage every teacher who has made a step in this direction to use these pages to explain to others interested how she has been able to work out the idea under her peculiar difficulties and thus make her experience available for others who are looking for light.

Since growth is an individual matter, it would appear that the accounts of class-room experiences should be written from the standpoint of the individual child, rather than from the standpoint of the group. If you have a child in your school who has been able to discover his powers and capacities through the application of the law of love, write us the story of his development and of the way in which you have been able to create an environment favorable to such application. This department is established for the benefit of teachers who are trying to square their school-room practice with the laws of life, but the same law works here as elsewhere; if you would receive, you must give.

Address all communications to Mrs. Grace C. Stanley, Commissioner of Elementary Schools, Box 615, Sacramento. If your story does not come in time for one issue look for it in the next. Let us hope that there will be such a wealth of material that there will not be room for it all. In that case only those experiences which seem to have the most general application can be used, but be sure to make your contribution. Perhaps yours is the one which will be of greatest use to others.

We wish to express our deep appreciation of the spirit of helpfulness of the "Western Journal of Education" and of Mr. Harr Wagner, who has been so ready to co-operate in every way for the advancement of class-room practice. The teachers of California will hold in grateful remembrance this substantial contribution to the cause of education.

GRACE C. STANLEY,
Editor Department of Creative Education.

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COLUMBUS DAY

By Ruth Thompson

Columbus' Mariners
By Arnold Zocchi

All that these swarthy mariners needed to enable them to discover America, was a Columbus to guide them through uncharted seas where, as they thought, "not even God would know" should they fall dead.

COLUMBUS

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores;
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone;
Brave Adm'r'l speak; "what shall I say?"
"Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly, wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day:
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Adm'r'l, speak and say—"
He said: "Sail on! sail on! and on!"

They sailed. They sailed. When spake the mate:
"This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
He lifts his teeth as if to bite!
Brave Adm'r'l, say but one good word:
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he paced his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
A light! A light! At last a light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On, sail on!"
—Joaqnin Miller.

The Story of Discovery Day

There was great excitement in one little boy's heart in Genoa, long years ago. He was little Christopher Columbus and he knew that as soon as he had finished his lessons he could run down to the wharves and watch the ships. He had heard that at noon that day a vessel from a foreign country had docked. "The sailors will tell me stories," Christopher whispered to himself. And he was right. When school was out and he had hurried to the water-front there were some sailors, and oh! the tales they had to tell! They told of pirates, who are robbers of ships on the sea. They told stories of strange people they had seen in other lands. They gave young Columbus bits of foreign food to taste and showed him glimpses of beautiful silks, ivories and spices they had brought from far-away places. It was very thrilling indeed to the Italian boy.

All this happened more than four hundred years ago. Now, on account of that little boy and his curious mind, his fearless strength; his love of the sailors, the ships, the great ocean itself, we celebrate a day we call Columbus or Discovery Day, on October 12, each year. It was on that date, October 12, in 1492, that Christopher Columbus, then a man of about forty-five years of age, discovered the West Indies. This finally led to the discovery of America and at the same time proved that the earth is round.

Christopher Columbus was born about the year 1446, in Genoa, Italy. There are two things which we are not sure concerning him—one is the exact date of his birth and the other exactly what he looks like, for we are told that there is really no true portrait of him. Christopher's father was a woolweaver, but this work did not attract the boy. He went to school and studied Latin, mathematics and astronomy. He learned how to make maps and charts. When school was out, he spent his time at the wharves watching the ships. Genoa was a busy port and many sailors from many lands were there. The sailors always saved their best stories for the lad because they knew he loved to listen to them.

Often Columbus wondered why these voyages took so many weeks and it seemed to him that a shorter way might be found to India.

As soon as he was old enough, Columbus went to sea. He loved the life of a sailor. Often times, when in port he lived in Lisbon, the capital of Portugal. This

country was the center of geographical knowledge of the day and captains were then exploring the coast of Africa and returning with their tales of the trips.

Meanwhile the young seaman found time to study maps which one of Prince Henry the Navigator's sea captains had given him.

These studies crystallized the thought that had been brewing in his mind for years. This thought was that the world is round, not flat, as people believed it to be. They believed that if they were on the ocean and the vessel went too close to the ocean's edge—for they really thought that the ocean had an edge—the ship would tumble off, and who knows what terrible fate might await those on the vessel should they survive? They believed, too, that there were great dragons in the sea who lashed their tails, causing great storms, or who might swallow the vessel!

Columbus' argument was that if the earth were round it would be possible to return to the starting point by sailing straight ahead in either direction. People wished to increase their trade with India. Many rich and beautiful things were brought from there, and useful articles were sent in return from the people of Europe. The trip to Europe was long and tedious. How great a thing it would be to shorten the journey! So thought Columbus. He felt sure from different proofs that the earth was round.

Another proof had occurred to him when he was a lad sitting on the shore. In front of him was spread the great waters of the ocean. Off in the distance the sky seemed to meet the land. That was the horizon. When watching the ships go to sea, Columbus observed that the hulk of the ship disappeared first from sight and the mast was the last thing seen. This must mean that there was a curve to the earth or the ship would disappear as a whole in the distance simply by seeming to grow smaller as it sailed away.

If you take an apple and stick a pin in it and trace a line straight ahead, around the apple, you will find each time that you have returned to the pin, your starting point. This was Columbus' idea of the rotundity of the earth.

When Columbus told what he believed to be true he was laughed to scorn by all but a few. Those geographers who thought with Columbus that the earth was round did not have the courage of their convictions. They left it to him to prove. Proof lay in a voyage such as no other person had before attempted.

Columbus was a poor man. He knew that it would take a great deal of money to fit out ships for such a trip, but he was determined to prove that if the earth were round that he could reach India by sailing west. No one knew how great a distance this was, how much food would be needed, how long the trip would take, or what terrible dangers might be encountered. People did not know the size of the earth or of the continents of North and South America, which lay in the vast bodies of water between the western coasts of Europe and the eastern coasts of Asia.

Now began a long struggle for Columbus. Year after year he visited the rulers of Portugal, France, England and Spain.

Many years he spent as a beggar, wandering from court to court. He was ridiculed, thought crazy and deceived with false promises. His perseverance and courage kept him above the pettiness of those who laughed at him. His persistence at last won his reward.

One day, while on his way from the court of Spain to France, he stopped at the monastery of La Rabida, where he had left his little motherless son, Diego. He was weary and footsore. Among the kind monks he found ready listeners to his story. The head of the monastery had been Queen Isabella's confessor. This monk decided that Columbus' plans sounded plausible. He begged him to remain a few days while he wrote to the Queen of Spain and urged her to make use of the opportunity which the seaman offered in his theory of a new route to India.

Queen Isabella and King Ferdinand previously had refused to give Columbus aid. They had asked him to talk before a learned council of Salamines and those learned men had pronounced him to be a dreamer. "If the earth were round," they laughed and jeered at him, "the men on the other side of it would have to walk on their heads and rain and snow would fall upward." Even King Henry VII of England had refused aid through Columbus' brother, Bartholomew; while Italy, Columbus' own country, would give him neither aid nor encouragement.

Now the king and queen of Spain completed their conquest of the Moors. When they sent for Columbus this time they listened to him graciously. Queen Isabella told him she would sell her jewels to obtain money in order that he might take his trip. With what delight and thankfulness Columbus received this news!

Months were spent in preparation for the voyage. Three small vessels were built. The crews of the vessels numbered not quite one hundred. It was so difficult to get men to embark on the perilous enterprise that many criminals were given their choice between imprisonment or of taking the voyage.

The ships were named the Nina, Pinta and Santa Maria. They set sail from Palos, Spain, on Friday, August 3, 1492.

The Canary Islands were first reached. There repairs were made on the ships. Then the three ships set sail once again, but this time out on the unknown seas where no one had sailed before. The men were uneasy and frightened. For days the wind blew from the east and the men feared that they would never be able to reach home again.

As the leader of the expedition and the man with faith in the enterprise, it was Columbus who stood staunch and true and urged his men onward with cheering words. He was full of happiness and confidence in himself, but his difficulty was in inspiring his men with this same confidence.

Day after day, through calm and through troubled waters, the three ships sailed. Eagerly the lookout for land was kept. Once a meteor plunged from the sky to the sea and this was regarded as an unfavorable omen. Mutterings and threats among the sailors against their brave leader were heard. When the signs seemed to point to the end of the journey the days were brighter. Once large patches of seaweed were seen, but they were found to come from the strange Sargasso Sea in the middle of the Atlantic Ocean, which has floating seaweed.

When the sea was calm the men feared they would never reach land again. At those times they could jump overboard and swim in the smooth waters around the ships.

Once a group of angry sailors considered throwing Columbus overboard and returning to Spain and telling a story of an accident whereby he had been drowned. When they suggested returning home Columbus told them the king would be angry if they returned without discovering land.

At last true signs of land began to appear. Birds known to never fly far from the shore were seen; a broken branch with berries on it was found floating in the water; pieces of wood carved by hand indicated that human beings could not be far away.

As evening of the day these things were found, drew near, Columbus ordered that a strict watch be held. He himself stayed out, eagerly scanning the horizon. Suddenly he saw a moving point of light in the distance. This was about ten o'clock. He called some of his men. Hope rose high in their breasts as they saw what appeared to be a moving torch. The moon shone brightly at two in the morning and suddenly out across the silent waters came the signal of the firing of a gun. The cry arose from one of the ships, "Land! Land! We see land!"

Through the remaining hours of the night the men watched and at daybreak, October 12, 1492, there, spread before their delighted vision, were the low-lying, clean-washed shores of an island.

Preparations for landing were made. Donning a scarlet uniform and carrying the flag of Spain, Columbus, accompanied by the officers of the ships, stepped ashore and took possession of the land for the king and queen of Spain. Columbus kissed the ground and knelt in prayer. He took a branch and a handful of earth to carry to Spain with him on his return trip. He named the island San Salvador. It was one of the group of Bahama Islands, but Columbus thought it to be near India and for that reason he called the natives Indians. Hence we call the entire group of islands today the West Indies.

The return to Spain in April, 1493, was a jubilant one. The sailors and their courageous leader were received with joy and honor. The Indians, painted and decorated with ornaments of gold, and tropical plants and birds were all in a parade with the sailors, Spanish soldiers and Columbus.

Three voyages were made by Columbus to the New World after his initial trip. In 1493 he discovered other islands of the West Indian group. He touched the northeast shore of South America. Great disgrace fell upon the gallant seaman upon this voyage and he was taken back to Spain in chains accused of cruelty and bad government. When he had cleared himself he made one last voyage in which he skirted the shores of Honduras and Central America.

This last voyage was too much for Columbus. He was growing old and was weary and worn. He wanted rest and peace, but he had no money with which to care for himself. The good Queen Isabella had died and King Ferdinand proved himself ungrateful, for he would not assist him.

In 1503 the great discoverer and explorer died poverty-stricken and neglected. His body was once buried in Havana, Cuba, but in 1898, when the United States took possession of the island, the Spaniards moved the body to Seville, Spain, where it rests today.

Columbus' voyage was the first of the great discoveries by sea. He died without knowing that he had started the explorations which led to the discovery of America. In view of this fact, we often say that Columbus discovered America.

It was Magellan who later sailed around the world and proved that the earth is really round. But to Columbus, who fought for his ambitions, convictions and ideals, who persisted in the face of ignorance and superstition, who conquered all obstacles in his path and sailed out into the "Sea of Darkness," and returned the conqueror, to his memory we owe honor and respect. It is a fitting tribute that the children all over the fair land of America should celebrate Discovery or Columbus Day.

PROJECTS FOR COLUMBUS DAY

For Primary Grades

1. Make paper boats and name them after Columbus' ships.
2. Draw, cut out and color Indians and white men.
3. Make a sand table representation of the landing of Columbus.
4. Make borders of ships and sea birds.
5. Dramatize the story of Columbus: his interview with Queen Isabella; his sailing and voyage; his landing; his return to Spain and the excitement that prevailed.
6. Make Discovery Day or Columbus booklets: have in these booklets pictures of ships, wigwams, Indians, islands, sea birds, tropical birds, flag of Spain; a simple story of Columbus.

For Upper Grades

1. Make a map of the known world in Columbus' time.
2. Write and act a playlet or dialogue of the story of Columbus.
3. Dramatize Columbus' interview with the monks at La Rabida; Columbus before the learned men at Salamanca; Columbus before Queen Isabella.
4. Tell the story of Columbus Day and what it means to us.

TOPICS FOR DISCUSSION OR COMPOSITION

1. The Lesson I Learn from Columbus.
2. Ideas of the World in Columbus' Time.
3. The Boyhood of Columbus.
4. The Life of Columbus.
5. Columbus' Discoveries and His Later Life.
6. The Results of Columbus' Perseverance.
7. Geography and Commerce in Columbus' Time.

Don't Give Up

If you've tried, and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.

Though young birds, in flying, fall,
Still their wings grow stronger;
And the next time they can keep
Up a little longer.

Though the sturdy oak has known
Many a blast that bowed her,
She has risen again, and grown
Loftier and prouder.

If by easy work you beat,
Who the more will prize you?
Gaining victory from defeat,
That's the test that tries you!
—Phoebe Cary.

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IMMORTAL MORN

(Sing to tune of "America")

Immortal morn, all hail!
That saw Columbus sail
By Faith alone!
The skies before him bowed,
Back rolled the ocean proud,
And every lifting cloud
With glory shone.

Fair science then was born,
On that Celestial morn,
Faith dared the sea;
Triumphant over foes
Then Truth immortal rose,
New heavens to disclose,
And earth to free.

Strong freedom then came forth,
To liberate the earth
And crown the right;
So walked the pilot bold
Upon the sea of gold,
And darkness backward rolled,
And there was light.
—Hezekiah Butterworth.

RECITATIONS FOR COLUMBUS DAY

Columbus

Columbus was brave
And faithful and true;
His life work meant much
To me and to you.

He came to this land,
Where none had before,
And planted the Spanish flag
Here on the shore.

Had it not been for him,
So true to his call,
America had not been
Discovered at all.
—Maude M. Grant.

Our Land

Columbus came and found our land
A long, long time ago;
And that is why Columbus Day
Is kept each year, you know.
—Lillian M. Jones.

The Boy Columbus

"'Tis a wonderful story," I heard you say,
"How he struggled and worked and pleaded and prayed;
And faced every danger undismayed,
With a will that would neither break nor bend,
And discovered a new world in the end—
But what does it teach to a boy of today,
All the worlds are discovered, you know, of course;
All the rivers are traced to their utmost source;
There is nothing left for a boy to find,
If he had ever so much a mind
To become a discoverer famous;
And if we'd much rather read a book
About someone else and the risks he took,
Why, nobody, surely, can blame us."
So you think all the worlds are discovered now;
All the lands have been chartered and sailed about,
Their mountains climbed, their secrets found out;
All the seas have been sailed, and their currents known;
To the uttermost isles the winds have blown
They have carried a venturing prow,
Yet there lie all about us new worlds, everywhere,
That await their discoverer's footfall. Spread fair
Are electrical worlds that no eye has yet seen,
And mechanical worlds that lie hidden, serene,
And await their Columbus securely.
There are new worlds in Science, and new worlds in Art,
And the boy who will work with his head and his heart
Will discover his new world surely.
—Manual of Patriotism.

Columbus Day

In 1492, they say,
Four hundred years ago,
Columbus came and found our land,
Now that is all I know.

Although 'tis very little,
If you'll remember this,
I think it may in after years
Come not at all amiss.
—Lillian M. Jones.

Columbus

On a bright October morning,
Four hundred years ago,
Into the western waters
Three ships were seen to go.

The grateful morning sunshine
Lit up the masts like gold;
And touched the happy faces
Of the sailors bright and bold.

His face with glory beaming,
His head bared to the breeze,
The good Columbus guided
His vessels through the seas.

Ten long weeks upon the ocean,
They have spent in hope and fear,
Far from home and kindred,
And all their hearts hold dear.

But now they've reached their journey's end,
A safe and happy band,
They plant the standards on the shore—
Of God and Fatherland. —Anon.

The Ships of Columbus

Pinta, Nina and Santa Maria,
Ships of Columbus, three,
Sailing away from the coast of Spain
Over an unknown sea.

Pinta, Nina, Santa Maria,
On toward the west they go;
Though faint are the sailors' hearts with fear,
Four hundred years ago.

Pinta, Nina and Santa Maria,
Under the tropic skies;
Hark! Hark! from the masthead, high in the air,
"Land! Land!" the lookout cries.

Pinta, Nina and Santa Maria,
Their voyage long is o'er;
Columbus has reached the goal he sought,
The distant and unknown shore.
—Lillian Cole.

Columbus

What treasure found he? Chains and pains and sorrow—
Yea, all the wealth those noble seekers find
Whose footfalls mark the music of mankind!
'Twas his to lead a life: 'twas man's to borrow:
'Twas his to make, but not to share, the morrow. —Theodore Watts-Dunton.

COLUMBUS DAY EXERCISE

(Eight children are to take part in the following recitation. Cards with the letters C. O. L., etc., should be made, one letter on each card, and each card then suspended around the neck of each one of the eight children. The word spelled will be "COLUMBUS". Standing in line each child recites in turn the couplet beginning with the letter his card bears.)

First Child—
Crossing the wide ocean blue
Unknown lands to seek,
Second Child—
O'er seas he sailed for days and months,
Till each brave heart grew weak.
Third Child——
"Let us go home!" the sailors cried,
"For land cannot be nigh."
Fourth Child—
Up stood Columbus, brave and great;
He would not heed their cry.
Fifth Child—
"My men, cheer up," he kindly said,
"And fear not wind or wave,
Sixth Child—
But know that He who doeth all
Will surely see and save."
Seventh Child
Upon the eve of one dark night
A light gleamed far away;
Eighth Child—
So they watched and waited for the dawn,
And land before them lay.
All Children in Chorus—
Columbus! 'Tis for him our cheers
From sea to sea shall loudly ring:
Our happy land each hundred years,
We'll give a glad rechristening.

COLUMBUS AND THE ROUND WORLD

(This pageant, written by Ruby Elizabeth Viets, is to be played by seven children, who take the parts of Columbus, two Chinese, three American Indians and one Hindoo. The children may plan costumes if they wish. Each child upon saying his part may step forward and for the closing stanzas they may all circle about Columbus while they pay their tribute to him. An opportunity for dramatics is given in these lines:)

Chinese Girl—
Oh, China is the land of the strangest things,
Where the silkworm grows and the magpie sings,
Where the joss sticks burn and the poppies blow
Beneath our wall built so long ago.

Chinese Boy—
To reach our land of rice and tea
Columbus thought to cross the sea.
He hoped to reach our distant strand
Instead of traveling o'er the sand.

Hindoo—
Beneath the sunny skies of India
Were jewels rich and rare,
And spices from the jungles deep
With fragrance filled the air.

Columbus hoped to meet our kings
Upon the ocean shore.
So packed his chests with velvet robes
And sailed the wide seas o'er.

Columbus—
I sailed the seas for days and days,
My men were wild with fear,
But courage high was in my heart,
I thought rich lands were near.

Safe on the shore at last we trod,
No wonders met our eyes;
Unknown to us a vast new world
Lay 'neath those smiling skies.

First Indian—
Silently creeping from out the wood,
We scanned the ocean view,
With white rings rising above the tide,
We saw a large canoe.

Second and Third Indians—
The paleface sailors from out the east
Came not to seek our land;
They sought a country unknown to us
Beyond our western strand.

East or west, west or east,
No matter which way you sail,
Your ship will bring you home again;
This rule will never fail.

For Columbus knew what he talked about
When he said the earth was round,
And by sailing west you can reach the east,
Where Columbus first was bound.

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JOTTINGS OF A TRAVELING BOOKMAN

By William M. Culp

Wallace Emerson, superintendent of Paso Robles city schools, has been carrying on an intensive building program this summer. A $200,000 high school bond issue is being expended in the erection of a magnificent building on the coast highway north of town. The contract for the building was for $166,036 and Mr. Emerson expects to have the high school pupils in the new structure before November 1st.

The building is being constructed of brick and steel. It is of Tudor gothic in style, two stories in height, and makes a very imposing frontage on the highway, lying as it does in the foreground of the fifteen-acre campus. The auditorium seats 900 and the stage is large. An electric time system and telephones have been installed. Later auto and woodwork shops are to be added.

The present high school building will be used as a junior high school, of which Mr. Grover Gates will be principal and Miss Alice Hastings will be given a class. At Creston a branch junior high school is being formed by Mr. Emerson out of five school districts. At Shandon a junior high school has already been functioning under Vice-Principal Edwin A. Wells.

This coming year will find some thirty-six teachers employed in the Paso Robles schools.

Mr. E. D. Phillipps has been appointed to the principalship of the Lincoln School at Corona for the coming year. Mr. Phillipps last year was employed in the welfare department of the Los Angeles city schools. Miss Sarah Thrasher, who had held the position for several years, has been elected to the principalship at Brea for this school term.

The North Corona Land Company at Norco, of which Mr. Rex Clark is president, has offered to furnish Glen D. Wight, district superintendent of Corona schools, a site and has offered to construct a three-room building, if he will establish a branch at Norco. At present the children of Norco are brought into Corona by bus. If the offer is accepted Corona will ultimately pay for the construction of the building through some form of rental.

G. V. Whaley, superintendent of Pomona schools, has moved into his fine offices in the new senior high school building. The senior high school will register in the new building for the first time this term.

Clarence L. Loomis has been secured by Houghton-Mifflin to handle their college work on the Pacific Coast. Mr. Loomis is a graduate of Washington State College of the class of 1923 and is a brother of R. H. Loomis, who has been with Houghton-Mifflin for some time.

Chas. D. Jones, district superintendent of Hermosa Beach schools, expects an enrollment of around 1000 pupils. Two new four-room brick buildings are being erected at a cost of $8000.

At Redondo Beach, — — Langworthy, principal of the high school, has a faculty of fifty-two and an enrollment of over 1000 students.

Miss ——— Willis, in charge of the educational department of the Jones Book Store, Los Angeles, has arranged an especially attractive display of the books and materials in her department.

Mr. L. O. Barry, principal of the Cajon Valley Union Grammar School, has been elected as a member of the San Diego County Board of Education.

Miss Marjorie Kebler, in charge of the school department of the San Diego County Free Library, is co-operating with Mrs. Ruth Hyde West, San Diego County music supervisor, in a music memory contest to be held during the coming year. The county has been divided into five groups of ten schools each. Miss Kobler will supply twenty selected records to these five groups.

Owing to the burning of the Galt High School in June, E. E. Ortel, principal of the school, expects to open this fall in temporary quarters built on the grounds. A campaign for a $100,000 bond issue has been in progress. Start on the new building of a quadrangle unit is expected in October.

Mr. — — Flinspach, head of the department of mathematics of the Venice High School, has been elected principal of the Venice Junior High School.

Mrs. Ardella B. Tibby has been elected assistant superintendent of Venice city schools. Mrs. Tibby will have charge of supervision. Mrs. Tibby previously has been a member of the Venice City Board of Education.

W. C. Conrad, superintendent of Venice city schools, has signed a new contract for four years this summer. Mr. Conrad at present is very busy seeing to the construction of two new buildings and five new additions to existing schools.

S. H. Thompson, district superintendent of Whittier schools, attended the Rotary Convention at Toronto, Canada, this summer.

Mr. H. G. Lehrbach has been elected business manager of the Pasadena city schools. Mr. Lehrbach comes to Pasadena from the business department of the Los Angeles city schools, where he was superintendent of maintenance. Mr. Lehrbach came to California five years ago from Buffalo.

Miss Katherine West has been appointed elementary school librarian of the Pasadena city schools. Miss Mabel S. Halberg has been elected her assistant.

The Tustin High School, under the principalship of G. W. Means, is entering upon its second year in the beautiful new plant on the San Diego Boulevard.

The Venice city schools under Superintendent W. C. Conrad are requiring from now on as far as possible the degree of A. B. of their principals. Increase of salary

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is made dependent upon summer school work. The statement of policy follows:

"After April 30, 1925, no annual increase will be allowed, except to those who have taken for credit a six weeks' summer school course of six units during the three-year period immediately preceding. Travel will be allowed in lieu of summer school, provided the University will give at least six units of credit therefor. Two three-week courses under Miss Swope will be considered equivalent to six units. Eight credits for extensive courses will be accepted in lieu of a summer course, but not more than two credits will be allowed for work during any one semester. A statement of work done with credentials attached must be submitted to the district superintendent prior to the time of preparing contracts."

James F. Johnston. Frederic Orth and J. M. Stout have been elected to principalships in the Venice city schools.

Miss Annie L. McIntyre has been elected assistant superintendent of Glendale city schools in charge of primary education. Miss McIntyre for several years has been principal of the Central school, Glendale.

S. G. Brainerd, district superintendent of Tulare schools, in his supervisory capacity is co-operating in great degree with Miss Edna House and Miss Vashti Skilmore, two of his elementary school principals.

Mrs. Julia Babcock, Kern County public librarian, is opening The Bookshop, 1507 Chester avenue, Bakersfield. Her many friends are wishing her the best of success in the venture.

George C. Bush, superintendent of South Pasadena city schools, has appointed Miss Hazel Nelson principal of the Las Flores school. The Las Flores school is a beautiful building situated on a magnificent site. The site is near the place where Pico and Fremont signed some historic papers.

Mr. Bush expects to soon see the erection of a gymnasium on the new high school athletic field.

The Huntington Beach grammar schools under the care of District Superintendent Clarke H. Reid are forging ahead in their progressive campaign. The completion of a $200,000 primary building last year and the building this summer of a $50,000 modern school cafeteria, home economics section with unit kitchens, and a model housekeeping rooms unit bring the school equipment to a high point of efficiency.

Mr. Reid emphasizes the pro-vocational subjects and is carrying out the correlation of those subjects with those of the standard curriculum. Wood work in all its phases, sheet metal work, radio, agriculture and general science are stressed. Rooms are provided especially for music, drawing and reading.

Departmental work is carried on in the seventh and eighth grades. A modified system of the platoon system functions in the lower grades. There is individual seating in the primary grades.

Miss Elsie Chambers is director of correlation and demonstration work. Mrs. Gertrude Howard is in charge of all-girl activities. Mrs. Eda May Pine is employed as full-time nurse. Miss Irene Loose is supervisor of music. Miss Martha Hoegee gives full time to supervision in penmanship.

Mr. Reid this coming year will have a faculty of fifty-two and some 1100 grammar school pupils—the largest single unit of grammar school pupils in Orange County.

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ADELIA SAMUELS, Cucamonga, Vice-President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

APPLICATION OF THE PRINCIPLES AT THE CUCAMONGA SCHOOL

Concha is a good example of what a natural environment can do for a child. She had been in school for two years before she came into my room, but in a school where she had not been allowed to talk or mingle with the other children. She was very timid and had no initiative because she was afraid. In her two years of school she had not gained a working knowledge of English, so she could neither talk nor understand what was said to her. Since she was not allowed to talk in her own language, the only thing for her to do was to keep still.

When Concha discovered that she could move about the room and talk with the other children, she gradually lost her fear. She soon began to learn English in a very natural way, for she associated with the American children as freely as with the Mexican children. Several psychologists who visited the room pointed her out as a moron, but the reason she seemed mentally deficient was because at first she did not "fit" socially.

As soon as Concha had become acquainted with the other children and her surroundings, she began to be interested in the things going on in the room. Her first step was to gain a working knowledge of English. She succeeded in getting that through her conversation and writing "stories". Her first stories were very simple, for all the words were new and had to be traced and re-traced in order to make them a part of her store of knowledge. Her first stories were about pictures, because they were a help in knowing what words to ask for. She wrote such stories as these:

"The little boy is writing some stories."

"The dog is running to the house."

In these stories she learned about the capital letter, the period and indentation. Then she began to write stories of two sentences, which meant that she had to learn when to start a new sentence.

"The lady is combing the hair. The hair is too long."

"The house is green and white. It has some grass and flowers around it."

These stories and many others were put together in a book and typewritten, the typewritten story placed on the page opposite the written one. This was Concha's own story-book, and it was quite natural that she should want to read the stories after they were printed. She read the book through many times, and the knowledge she gained helped her a great deal when she began to read in books. She read the other children's story-books, and then, when she began to read in readers, it was not such a hopeless task for her, because there were so many words that she had learned through her own stories and those of the other children.

After Concha had learned a little reading and writing, the next step was to get her to the point where she could get up on her feet and talk to the other children. She happened to be in one of the other rooms one day when the teacher was telling the story of "Little Black Sambo" to the children. Soon afterwards when the children in her own room were having a story hour, they asked her to tell the story for them. She stood up before the class, and without any fear of self-consciousness, told the story, using many new words that she had learned from the illustrations that had been used by the teacher.

The interest thus aroused in reading lead Concha to read many books, including primers, first and second readers, and story books corresponding to them in grade. Reading did not cause her to neglect her writing. She not only continued to write every day, but she made a list of the words she had learned and reviewed them from time to time to be sure that she knew them.

The following stories show how much progress she made in just a few weeks:

"The Eskimo people don't make houses like ours. They make ice houses."

"The Japanese people don't have chairs like ours. They sit down on the floor and they eat with little sticks. They eat rice."

"The Japanese people like to live on the other side of the ocean. They like to live in our country too."

"We have a beautiful room. In our room we have a table of beautiful stories."

"We have a beautiful table. On our table we have some beautiful flowers."

"Tomorrow I am going to bring some sacks to make some towels."

"I like to clean the room and when I clean the room it looks beautiful."

"The boys and girls have a beautiful garden. We have planted some onions and potatoes."

"Miss Hoover plays pretty music. The music is about the Indians."

Concha gradually began to take up new activities and work with new groups. She joined a sewing group and made an apron. Then she went with the cooking group to the lunch room to help prepare lunch and to use her new apron. She helped the children when they made the curtains for the room and auditorium, and through these different activities she found a need for number many times. She was helped and guided at each step, so that she could make the most of every opportunity for gaining knowledge.

Bernabe had been in school a year when he entered my class in September of 1922. He could write his name and a few words, but had not made much of a start in reading. He spoke very poor English. To him school appeared to be a necessary evil, invented for the sole purpose of grinding work out of children. He would not take part in the activities of the other children and never did any more work than he thought he had to. His only interest seemed to be in reading. He read several books and looked at others that he was able to read. Watching the other children at their work during the day proved to be very helpful to him. They were all happy and interested in their work, and before he realized that a change had taken place, he became interested himself. At first his interest was in the things others were doing, but after a while he began to think of things to do on his own initiative.

The desire to write was created by a book of stories about people in other lands. He wrote about the Eskimos, the Chinese, the Indians, the Swiss and other people. After he had learned about the people, he wanted to learn about the countries that they came from. He studied the map, made pictures and made villages in the sand-table to illustrate some phase of the life in other lands.

These new interests caused a complete change in Bernabe's attitude. He realized that when he was a part of a group he had to do his share of the work and give all he could of what he learned to the others who were working with him. He told a story almost every day. This meant that he had to read something every day in order to find something of interest. After he started a book of his own stories, he wrote something for it every day. He found that sewing was just as easy for a boy to do as for a girl, so he helped to embroider a luncheon set, hemstitched a pair of curtains for the library, and made an apron which he used when he cooked in the lunch-room. He made some fudge to sell to the children and checked over his money afterwards.

At the end of two years Bernabe had become a good citizen, which is the most important thing to learn. He had read many books, including fourth readers and story books of a corresponding grade. He had a good foundation in arithmetic, being able to add, and carry, subtract with borrowing, multiply and divide with one digit. Since all his problems had been real ones, there was no difficulty in understanding them. He could write and talk freely and he had learned to think. Best of all, he had found the joy in helping to make school and home more beautiful and in considering the rights of others.

The following are just a few of the stories that Bernabe wrote during his second year in the room. They show how his interests lead on to broader fields:

"The boys and girls liked Henry Wadsworth Longfellow because he wrote poems for them and told stories too."

"Miss St. John let me go to the cooking room to make some candy to sell."

"Mr. Edwin Landseer drew dogs and wild animals. He went to the fields to study animals so he could draw them well. He drew a picture of a dog that saved a little girl. The picture was called 'Saved'."

"The camels are big and strong and they carry heavy loads."

"There are two kinds of camels. One camel's name is Bactrian and the other one's name is Arabian."

"Raphael painted beautiful pictures and his father painted pictures too. His pictures cost lots of money. The name of the picture that I saw is 'The Sistine Madonna'."

"Mr. Shelley wrote poems for people.

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Mr. Shelley wrote this poem.

'Hum! Hum! Hum!,
From the lakes of the Alps
And the cold gray scalps
Of the mountains, I come! I come!
With a ha! and a hum!
I come! I come!'"

"In Switzerland they make clocks and cheese and many other things."

"Switzerland is a little country. There are high mountains in Switzerland. The name of the mountains are Alps Mountains. There are many people in Switzerland."

"Oberammergau is the name of a little town in the Alps Mountains where the 'Passion Play' is given every ten years."

"The Japanese and Chinese knew how to make paper before other countries did. The Egyptians wrote in the hieroglyphics on bricks."

"Rachmaninoff played the piano very nicely. He composed beautiful music too."

"I heard a story of Les Miserables. Jean Valjean stole a loaf of bread for his sister's children because his sister's husband was dead and they were poor and hungry."

An original story by Dorothy, second grade:

Bunny Rabbit's House

A tree grew in a forest. A rabbit made his house in it. "The roots are long," said the rabbit. "The leaves are green and the tree is big too," said the rabbit. "I will tell the sheep." And he did. The sheep said, "I will give you some wool," and the sheep named him Bunny Rabbit, and he was happy.

SECOND GRADE

An original story by Hatsueye Nose, second grade:

There was a little flower. It grew in a garden. A bee thought it was his home. So he did not let the other bees come to that flower. One day a man picked the flower. The bee was angry, so the bee stung the man, and the bee flew out of the window. That was the end of the flower and the bee.

IN THE SAN FRANCISCO SUMMER SESSION

On Monday morning of the San Francisco Summer Session, Forest entered the room rather early and introduced himself with a happy "Good morning", and then proceeded to explore the room. He was as clean and shining as a bright new pin. His hair was standing up on end after a hopeless attempt at plastering it down with water. He made himself right at home after looking about for a little while. When the children came in from the yard Forest ran up the stairs two at a time, ran part of the way down the hall and slid the rest of the way. This way of getting into the room made a little unnecessary noise and disturbed other people in the building. Forest was told that gentlemen did not go into a room in that way, because they tried to think of other people. He agreed that if he were trying to work that it would not be very helpful to have some one running and sliding down the hall. The next thing he did was to get into a fight. Some boy did something he did not like, and he chased him up one row of seats and down the other. They disturbed the whole room, causing all of the children to stop work. The opportunity was taken to talk to all of the children about politeness and consideration for the rights of others. Forest had been the first to be rude and the second to be rude, but the children decided to give him another chance to try to remember to be a gentleman.

Forest overstepod the rules of politness many times and had to be reminded every day—almost every hour—that he was not thinking of other people. He was what we call a "live wire" and had been held down so long that he did not know how to think for himself or to be a helpful citizen when he was allowed freedom.

After many rather hard days for everyone concerned, Forest decided that as long as everyone was trying to help him, he might as well do a little helping himself. His main occupation up to this time had been working at the sand table. He had many fine ideas for beautiful things for the sand table, but when he was tired, his ideas were in the form of a pile of sand on the floor, which of course he must clean up in order to have the room look the way the rest of the people wanted it to look. He finally decided that this was the best way to be helpful. He took a glass jar, a newspaper and two small cans of paint, and sat at a desk over in a corner all by himself. He covered the jar all over with blue paint and put a streak of orange around the middle and another at the top. When he held the vase up, the paint ran, giving the effect of dipped waxwork. It was a beautiful vase and certainly very original. Every-

Read This *review of a supplementary reader and judge of the value of*

SILVERSHEENE

for your Library

Silversheene, King of Sled Dogs, by Clarence Hawkes: The story of Silversheene is colorful and graphic. It carries the reader from New York, cross-country and north to the Yukon. Aside from the true story value a glimpse of the Alaska of today is given which is truly good. The prologue, telling of the origin of dogs, throws one in perfect sympathy with what is to come. Silversheene's adventures show the loving and sterling qualities a dog may possess; his adventures serve as the medium through which the reader is carried up the inland passage to Alaska; through winter and summer scenes; through the autumn and spring migration of animals and birds; through phases of the life of the people and of the reindeer industry. After leading the life of his wolf ancestors, Silversheene returns contentedly to the civilized life to which he was trained. The volume is illustrated as others of Hawkes' books are, by Charles Livingston Bull, famous San Francisco artist. Price, $1.50.

554 MISSION STREET **MILTON BRADLEY COMPANY** SAN FRANCISCO, CALIF.

(CREATIVE EDUCATION—Continued)

one was pleased to see something that Forest had made, for they all tried to help him.

Forest's next idea was to make a rug out of a piece of burlap which he found in the cupboard. He worked hard for a whole morning on it and then asked a little girl to help him finish it. The next day he drew a picture of a ship on the board and wrote this story:

"The British fleet is in the harbor."

He traced the words many times, but when he finished his story he was proud of it and came back to school after lunch to watch while it was being printed.

The shop downstairs was the scene of Forest's next activity, where he went to make a stand for an old packing box. He worked on it for two days. At the end of that time he came back to his own room and wrote this story:

"I have been working in the shop for two days. I made a boat and a little stand. I had a good time working in the shop and made a good boat too. I am going to take my boat and my stand home."

This story was printed for him, too, and after he had read it he hung it on the wall.

One day one of the children brought a cat-tail to school. While the children were talking about the cat-tail, Forest offered to sing a song he knew about a pussy-willow. Then he thought of two lines about a cat-tail and all of the children asked him to finish the little poem and then make up a melody. He was delighted to find that he really could write a poem and think of a song melody.

"We have a little cat-tail,
We love it very much;
Its coat is soft and fuzzy,
And very soft to touch."

The children learned the song and sang it for Forest. He was so happy he wanted to tell everyone about this new work he had done.

In six weeks Forest had learned a few things about good citizenship. He had an opportunity to think for himself and in this he found real happiness.

THE NEW PERSPECTIVE IN MUSIC EDUCATION

Thelma St. John

Second and third grade teacher, Cucamonga; third and fourth grade teacher, San Francisco Summer Session.

The great objective in public school music teaching, and that which includes within itself all lesser objectives, is that all children should **love music,**— that they should love it more when they have finished our courses than they did when they began. If this be the animating and underlying purpose of every lesson, the method used in presenting it will not go seriously astray from the right course, and the ultimate accomplishment will be far different from the fruits of our past efforts. Training along any specific line in the public schools can never be said to have been wholly successful in the life of an individual unless it has created within him a desire to pursue that subject further in adult life. Educational processes which been based on merely an acquiring of skills along certain lines are of little profit if the love and enthusiasm of the student for the subject has not grown with his increasing skill.

A serious consideration of the question, "Do children, under the present systems of education, love music more when they finish school than they did when they entered?" forces one to a negative reply. A few children may, but a great many have become so wearied with the whole subject that they look back upon it as a disagreeable experience through which they are glad to have passed, and avoid rather than seek it in its more serious and beautiful forms throughout the rest of their lives. We cannot lay the blame for this condition at the door of the children, for we must admit that they come to us with a great and instinctive love for music, nor can we blame music, for although it is acknowledged to be the highest expression of art that man is capable of understanding, it is yet so simple in its elemental appeal that the tiniest child enjoys it. We music educators must take the blame, ourselves. We have not had the vision. The seeming bigness of the problem near at hand has been allowed to obliterate our view of the ultimate objective, and the proper place and relationship of the immediate problem in the whole scheme of things.

But why is it so important that children should love, appreciate, enjoy and understand music? Why does music occupy such a vital place in our modern school curriculum? The answer is that it, more completely than any other subject with the possible exception of reading, meets real educational objectives. The great objective in education has been said to be, "to fit the individual for a richer, fuller living, to attune him to his environment", and as subheadings under this are the following: (1) to awaken the individual to the beauties of the world in which he lives; (2) to give him a store of beautiful experience that will enrich his whole life; (3) to furnish him a means or channel for self expression; (4) to elevate the moral sentiments and release the mental powers; (5) to make the individual a useful social factor, gaining happiness in contributing to the happiness of others; (6) to give him a greater understanding of and sympathy for the culture of other nations; (7) to give him a greater appreciation of the part that his own country has played and is to play in the cultural development of the race, and to spur him on to do his part toward the contribution of the future; (8) to train him for the worthy use of leisure time; and (9) to train him for earning a living.

Whole chapters could be written wherein by argument and illustration it could be proved that music rightly taught does meet everyone of the above educational objectives, but this is unnecessary—the facts of the proof are obvious to any thinker. There is no subject more capable to fit one for a richer, fuller living than that of music, none that can more wonderfully open up to consciousness the beauties of the world in which we live, and so on throughout the whole list of objectives even to the last which concerns fitting the individual for earning a living. Of course we do not wish every individual to plan to earn his living through music channels,—there must always be thousands who make up the audience to hear the product of the work of one teacher, performer or composer.

In addition to all these things it has been proved that music rightly taught is, as ex-President Eliot of Harvard once said, "the greatest mind trainer on the list". In a number of surveys it has been found that pupils receiving musical training along with their other academic studies stand higher than their associates who have not received this training. It is further being demonstrated that music is one of the most effective agencies in awakening the so-called subnormal or undeveloped mentality and leading it out of its limitations. This is because of the wonderful three-fold nature of music, for it begins as a language which in its simplest utterances even a little child can understand; then its wonderful art makes its appeal and leads on through endless paths of beauty, and finally, its third phase becomes manifest, and it is found that music is one of the most profound and exact of all the sciences.

And withal it is such a pleasant task to teach music to little children if the teacher will only work **with** the natural instincts of the child and not **against** them!—the instinctive appeal of music to all which causes little children to love it so when they first come to us and to clap their hands when it is time for the music lesson; the imitative impulse with which every child is so richly endowed and through use of which he can with so little effort express himself in song; the imaginative impulse which enables him to see and feel and hear those things that to grown people seem vague and intangible; the impulse of exploration and discovery which lead him to seek out the explanation of the phenomena of the world in which he finds himself; the creative impulse which makes him want to express in outward form what is within his inward consciousness; the interpretative impulse which makes him wish to act or sing or play so that others may understand the thoughts and feelings that music stirs up within him; and last of all, the great impulse with which the members of our race particularly seem to be endowed, — the impulse to overcome every obstacle that lies between them and the attainment of ultimate mastery over material limitations.

Viewed in the light of such an understanding of the ultimate and immediate objectives of our work as well as the means through which we attain them, it must plainly be seen that education is not a matter of accretion but rather of unfoldment,—that our function as teachers is not to pour something into the child consciousness, oftimes against his will, but rather to make the environment with which he is surrounded such as to nourish the instinctive desire for truth and beauty with which he is naturally endowed. This is a new principle in education, but it is one which we must continually guard against losing sight of. Viewed in such a light it will also be seen how impossible it is to make any outline in any subject which will fit any one grade throughout even one city system of schools! If education is a matter of unfoldment it is a matter of **individual** unfoldment and no two individuals even in one class room could possibly have the same background and environment. The only outline that can be followed in music education is this: "Begin where the child is and take him as far and as fast as he can joyfully go." To make a course of study which would enable a teacher to follow such a plan would mean that the progressive steps in each subject from kindergarten through college and into community

(CREATIVE EDUCATION—Continued)

life would have to be outlined separately and the teacher would have to begin at the beginning of each and read until she found the place where her children should start, and then lead them on from that point. If there is a music manual it may be published in such a form. It should also contain a chart which will enable each teacher at least to figure the place which her grade occupies in the general scheme of things, remembering always that if her pupils come to her unable to do what has outlined for previous grades they should go back and do that work first; and on the other hand, if they have finished the allotment for their grade, they should go on to the next.

Two points—the relative number of people that make use of them, and the degree to which they will be used—should be the determining factors in evaluating the place and importance of the different phases of music education. Plainly, the greatest number of people will always be listeners and the fewest artist performers; therefore the understanding and appreciation of music should precede mastery of technique. No system can, however, claim to be complete until every one of the following phases is being taught and developed to the greatest extent possible in class-room procedure: (1) music appreciation, into which everyone can enter and without which all other music education is useless, the beginning and the ultimate aim of all music education; (2) singing, the most natural and beautiful form in which man can express his inner emotions and interpret his feelings to others; (3) creative expression, of which it must be said that it is more natural for an individual to put his musical ideas into composition than his literary ideas; (4) mastery of an instrument, which is more "durable" than the voice and capable of greater technical possibilities; therefore it satisfies the desire of man to express his more intricate and complex musical concepts. Music writing and music reading are tool-subjects which, although they are not ends in themselves, are means to attaining the real ends. They bear the same relationship to education in music that reading and writing do to a literary education. It is plain that they are vital parts of the scheme and that no individual should be said to have a musical education until he can read and write music fluently.

Wonderful as the subject of music is, it should never be a thing unto itself in the educational system. It is correlated and interrelated with every other subject in the curriculum; it is their handmaid, or rather, it may be said to be their glorification. No matter what may be done in working out any class-room experience or project through means of art, dramatization, literary composition or any other channel for self expression, when the thing is put into music it seems most glorified, whether it be through hearing the music of some great composer which expresses his thoughts regarding that subject, or in a song that the children may find, or even better may compose, embodying their own experiences and reactions. If possible, then, music should not be given a definite and set time allotment, but should be so much a part of every phase of the day's activity that it would be no uncommon experience to find a room bursting into song, creative musical expression, or listening to music at frequent intervals during the day.

RURAL SCHOOLS

Extracts from Primary Exchange Bulletin Prepared by Teachers Under Direction of Miss Helen K. Field, Formerly Member of Faculty of San Jose State Teachers' College.

We have finished repainting some of the old furniture, and our school room is now really charming, and we all enjoy just being in it, for it has a quiet, attractive, happy atmosphere. The walls are covered with burlap and are painted a warm gray. The wooden ceiling, the doors, and the window frames are painted a rich cream gray, lighter than the walls. The long, low bookcase which was built in along the one windowless wall is also painted a light gray. The curtains are a gay blue and have darling little applique designs. The orange note is echoed in the pair of candles which stand on either end of the bookcase, and in the small flowers which have been stenciled on the first grade table and chairs. A most attractive mahogany mantel clock, like the kind you'd find in a good looking living room, stands on the bookcase. The shelves of the bookcase are kept orderly and attractive by the "bookcase committee" (one first grade child) and a bowl or two of wild iris or poppies is kept supplied by another first grade committee.

The desks for the older children are the movable, adjustable sort, while the first grade works at its table. There is an attractive low bench (a relic of twenty-five years ago) pushed against the front wall. The bench is painted gray, as is the table that serves as an office for the editor of "The Magpie", the school paper.

We were fortunate enough to have some good Maxfield Parrish pictures, "The Pied Piper" and "Old King Cole", which fitted the space above the bookcase in color and proportion. We also have several other good pictures which fitted the space between the windows, and which have been hung low.

There are only two sections of blackboard, but we find them adequate. The bookcase takes up a little more than half of the length of the wall and the blackboards take up the remaining space on either end. The bookcase is just a little over a yard high, so that even the first grade can use it conveniently.

Many times I find myself looking around the room at the gray walls, attractive blue curtains, the bookcase with its well filled shelves of good books and its candlesticks and sweet-chiming clock, and the good pictures, and out of the window the lovely hills and sparkling blue and white of the water, and happy, busy children, and I can't help but just be glad to be alive and in my own little school.

We have had a wonderful time fixing up our school. Before the present changes were made, the school room was like any other long, narrow, unattractive, unkempt country school that nobody cared much about, except perhaps as a place where it was your ill-fortune to have to stay for a year in order to get a meager salary and "experience". On one side were four pairs of windows; on the other, nothing but a long blackboard. The desks were the horrid old-fashioned 2 in 1 species. The teacher's desk was the best piece of furniture in the room, and, of course, it had the place of honor. The walls were covered with dark, ugly green. The children's coats were hung on hooks near the front door. Their lunches, balls, bats, rakes, saws, saw-horses, water can, and drinking cups were kept higgledy-piggledy by their coats. There was no musical instrument except a rat-eaten organ.

The teacher had the old benches or desks taken out and had the new movable desks put in. She also succeeded in getting a Victrola, some kindergarten chairs, and several tables. Then we found we had some money to spend on the school and right away the wheels began to go around.

I talked with the children about the looks of the school, and they made several suggestions for improvement. Nothing radical like repainting entered their heads until I brought some pictures of rooms from "House Beautiful" and put them around for the children to look at. Then I told them that we could have enough money to have the school repainted, and to make curtains. A committee was appointed to suggest color schemes. It was perfectly killing to hear them discussing colors. Little Yoshi and Alma were strong for painting the walls red, but the older children overruled them and chose gray and blue, quite without any interference from me. I had carefully seen that they should become aware of the attractiveness of a blue and gray room in "House Beautiful," however.

After the color scheme was decided, a committee was appointed to go into town with our trustee and interview the painter as to colors. After we had satisfactorily settled the matter we began to think about curtains. We got samples of material from stores and finally chose blue Everfast, with an eye to price, color, durability, etc.

Then the children suggested various designs to applique on the curtains. Each one worked out an original design. They chose to use one made by Takeko, who is in the third grade.

After we had fully decided the design, and measurements, we cut the material and divided up the work. Takeko and Kuniko did the basting and hemming, and the four older girls hemmed some and then appliqued the designs.

The boys have contributed their share to the improvement of the appearance of the room, also. They built the bookcase, with the help of Miss Bassett, who comes to the school once in a while when we need her for manual training work. There was much need for arithmetic in the building of the bookcase. The measurements and lumber orders caused great mathematical activity, also much mental strain and periods of depression. The result is very satisfying, however, and we are all proud of the bookcase which the boys built. (One of the three boys in school had the measles while the bookcase was being built.)

The trustee sympathetically chose the candles and clock to go with the bookcase. A new clock was needed, and we decided it wasn't necessary to have the ugly sort of a wall clock. We also bought a piano (second-hand) with some extra money we had.

(CREATIVE EDUCATION—Continued)

After the curtains were up, we decided to repaint the kindergarten chairs and tables, which were green. Several other pieces of furniture, as the bench and table, needed painting also. We discussed colors and means of decoration and decided to paint the small chairs and table black, with an orange stenciled design. The other table and bench we decided to pain gray. Some good, purposeful reading was done in several pamphlets secured from Good Housekeeping on painting, old furniture, stenciling, etc. The children knew nothing of the technic of painting or stenciling, yet the committee in charge of painting and stenciling, acquired the necessary information, ordered all the necessary material and implements, and successfully painted and stenciled the furniture by following directions as explained in the pamphlets.

Perhaps this sounds as if I were trying to sell you the school,—I have been "raving" so,—but really we do all enjoy it, and I certainly believe most whole heartedly that school should be a happy, attractive, homelike place for children to live in.

BOOK REVIEW

"Shackled Youth;" publisher, Atlantic Monthly Press; date of publication, 1921.

"Shackled Youth" is written by a man deeply interested in educational problems, although he is not a professional educator. It is a criticism of our schools, school boards, and teachers, with suggestions for remedial measures. The author thinks that the only way to raise the general level of society is to raise the school-level; and that teachers should be idealists, having the power to make learning a joy to the child. School should be a place where intellectual interests are aroused and stimulated so that they will continue after school days are over; a place where we are prepared to take obscurity without resentment, and recognition without losing equanimity. Yeomans shows that he has made a keen study of teachers, and he pictures some very fine ones, giving the teacher a view into their school-rooms.

A good **geography** teacher should "walk the crust of the earth with adoration as John Muir used to walk it." The author pleads for an inspirational geography which will make the child feel and see the place beyond the lines of the map. **History** should contain something of the origin of life from astronomy down, and should be taught in a way to excite curiosity. This is what the ideal history teacher says: "And what can an individual do, but increase the chances for happiness by increasing the appetite for the things of the spirit?"

About **music**. Yeomans says its purpose is to give expression to the emotional history of the race, and to help us relax. To play a small part in an orchestra will do one much more good than any amount of music listened to only. "Participation is the regenerative force."

The chapter on **natural history** is especially beautiful. To really appreciate one must read it, but I will quote a few lines: "By the power of silence, the listening ear and the seeing eye, you open a door into another world of life. . . Shall we take children a little way into that enchanted country?" In his old age, Walt Whitman was once asked, "What is left?" He said, "Nature is left; that's all, but that's enough." After all school is only a part of life, and teachers can lead children toward a more abundant life, through nature.

The **school shop** is very significant in a school, when presided over by a genius, such as Yeomans tells about. Outside the shop the children built a harbor for ships, with wharves, schooners and craft of all sorts. A village street lines with miniature furnished houses led down to the wharf. In the shop they had cars, trains, airplanes and many more things. This genius of a manual training teacher said the children learned a great deal from building ships—especially "the beauty of economized strength and the ugliness of waste." He related his subject to History, Geography, Literature and Nature. "A manual training teacher has the best chance in the world to connect up with life—with ethics, with romance."

About recreation the author says, "We advocate a sufficient amount of quiet, detached life for children." He does not deplore physical activity, but thinks there ought to be more place in a child's life for the influences of music, and nature, and books. He recommends the farm as the ideal place for children for recreation.

This book looks toward the ideal school life. We see here how much has really been accomplished by some teachers, and we can at least try to bring some of these ideals into our scholos. Yeoman' sarcasm helps to show up the weakness of the present school system, but it does not stop with that, as you will find if you read "Shackled Youth."

TEACHERS' MEETINGS

The city and county superintendents will meet in annual convention at Hotel Fairmont, San Francisco, on September 29.

Tehama, Butte, Plumas, Shasta, Sutter and Yuba countries will meet at Chico under the direction of Superintendent Mamie Lang the week of October 20.

The Bay section of the C. T. A. will meet in San Francisco and Oakland, December 15 to 18, under direction of Miss Mary F. Mooney.

The Central Section of the C. T. A. will meet at Fresno November 24, 25 and 26. L. E. Chenoweth, president.

The Central Coast Section will meet at Santa Cruz December 15 to 18; Superintendent Gray of San Benito County, president.

The Southern Section of the C. T. A. will meet in Los Angeles December 15 to 19; Paul Stewart president.

Superintendent Fred M. Hunter of Oakland made an address at the N. E. A. that has been copied in many educational journals.

Dr. A. E. Winship of the N. E. Journal of education pays a high tribute in a recent issue to Prof. W. H. Carruth of Stanford University. He makes the statement that Prof. Carruth's literary appreciation and interpretation of poetry is unequaled. Prof. Carruth gave a series of lectures at the University of Utah summer session.

Superintendent H. B. Wilson of Berkeley, author (with Ruth Thompson) of Modern School Readers, has been talking to the teachers at Siskiyou, Lassen and those at other points.

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WESTERN SCHOOL NEWS

Enrollment in Los Angeles public schools shows an increase over last year of 36,000 pupils, according to official figures presented to the Board of Education. Last year 121,869 pupils answered roll call the first day of school. This year the figure was 157,757, an approximate 33 per cent increase.

The San Francisco Board of Education has just issued a kindergarten primary course of study. The course of study was prepared by Superintendent Joseph Marr Gwinn and a committee composed of Julia Letheld Hahn, chairman; Josephine Saunders, vice-chairman; Helen Sutro Greensfelder, secretary; Lew A. Ball, Esther Sarah Bahls, Cicely J. O'Connor, Lina Hanson, Mary Lillian Hill, Gladys Dexter Hoagland, Ethel F. Roth.

Superintendent Gwinn says in his introduction: "The attempt has been made in this course to bring greater unity into the whole program for the education of the child in these grades. Lines of demarcation between subjects do not exist in living and should have less existence in learning. It is believed that the printing of the whole course of study in one unit and organized in such a way as to show the relationships existing among the several activities and subjects will contribute not a little to the effectiveness of the work in the kindergarten, first, second and third grades."

Superintendent David E. Martin, the progressive, original and individualistic superintendent of Alameda County, was married recently to Alice O. Hunt. The bride is well known as a teacher, institute lecturer, and has an interesting and charming personality. The Western Journal of Education and its friends congratulate the bride and groom and wish them success and happiness.

The annual convention of City and County Superintendents will be held at Hotel Fairmont, San Francisco, the week beginning September 29, 1924.

The California Schoolmasters' Club will hold its quarterly banquet at Hotel Whitcomb, Friday evening, October 3. Con Davis and Dr. Hatch continue to make these banquets of special value.

Superintendent Ada York of San Diego County, writes:

"The rural conference which was called to meet at the Southern Branch of the University on August 1st and 2nd was attended by seven people from San Diego County. The general concensus of opinion was that the conference was a splendid success. We are very grateful to Mrs. Stanley and Dr. Eby for making this opportunity for the workers in the rural schools to confer together.

"I thought you would be interested to know that from our county two delegates were sent by the Farm Bureau—Mr. Homer F. Aker of Lakeside and Mr. Dwight Griswold of Valley Center. Mr. B. J. Clearbrook, principal of the Julian Union High School, represented our rural high schools. Mrs. Guy O. Glazier, who is president of the Ninth District Parent-Teacher Association, represented that organization. Dr. Hardy from the College was one of the major speakers on Saturday morning and the county office was represented by Mrs. Ruth Hyde Perkins West, who is special teacher of music in the county schools, and by the superintendent.

"The chairmanship Saturday morning was assigned to the writer. We came away feeling more enthused than ever about the possibilities of rural school betterment. We hope that another conference will be called early in the fall. If this does come about, we shall recommend to rural trustees that they permit their teachers to attend the conference just as they would allow teachers to attend teachers' insitute. I am sure that the good resulting to the individual schools being represented at such a conference would be immeasurable."

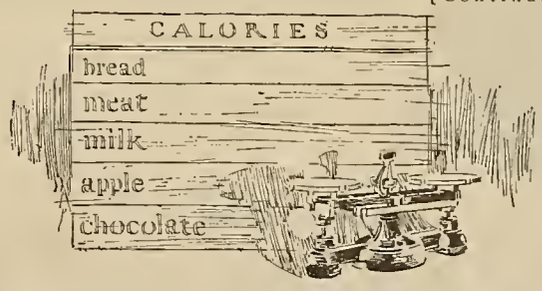
An Activity Curriculum, by Ethel I. Salisbury, with the co-operation of the kindergarten and primary teachers of the University of California, Southern Branch: "Give us something definite!" This has long been the cry of kindergarten and primary teachers. An activity curriculum answers this plea at last. This book was used at the Iowa University Summer Session and in the University of California Summer Session, and is endorsed by progressive teachers of primary grades everywhere. Price $1.50. Address Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco.

State Superintendent Will C. Wood made a splendid appointment in placing Dr. William C. Bagley at the head of the committee to survey the elementary schools of the state. Dr. Bagley has combined more common sense with Columbia University psychology than any other man now before the educational public.

The Story of Chocolate*

[Continued]

By BARBARA REID ROBSON



THE person who habitually takes chocolate is the one who enjoys the most equable and constant health and is least liable to a multitude of illnesses which spoil the enjoyment of life." In such words does Brillot Savarian in "Physilogie du Gout" laud the virtues of chocolate. Whether it is because chocolate actually assists in maintaining good health or because it is most pleasing to the palate, certain it is that the growth of the chocolate industry in the last three centuries has been remarkable.

First as a beverage, then as a sweetmeat, chocolate has steadily worked its way into public favor. Wherever civilized man has explored, traveled or sojourned chocolate bars and candy are known.

Explorers, athletes, soldiers, sailors and others engaged in work or pleasure which entails physical endurance recognize the sustaining power of chocolate. "Men fight like the devil on chocolate," was the picturesque comment of a Brigadier General during the last war. In fact, for many years every soldier in the United States Army was compelled to carry with him for emergency three 1 ounce cubes of chocolate and a wheat preparation. The emergency ration was considered adequate and satisfactory. The only reason it was discontinued, about 1912, was that in case of war none of the factories could guarantee to turn out the chocolate in sufficient quantities and in short enough time.

"All classes, all ages, all sexes at all times and in all places now eat chocolate because they like it, and not because it is a stimulating and nourishing food." Its use, not only as a beverage, but in confections, etc., is extensive.

Chocolate is valuable as a food and compares favorably in food value with our most staple foods. Here is an interesting calorific contrast:

		Calories
Ghirardelli's Ground Chocolate	1 lb	2079.68
Apples	1 lb	214
Potatoes (raw as purchased)	1 lb	302
Sweet milk	1 lb	314
Eggs (as purchased)	1 lb	595
White bread	1 lb	1180
Roast beef (as purchased)	1 lb	1559
Oatmeal	1 lb	1811
Sugar	1 lb	1815

Note: Figures (except for chocolate) from "Chemistry of Food & Nutrition," by Sherman.

In Snyder's "Human Foods" (1916) the official analysis of 163 common foods are given. They include practically everything that people eat, and only three are greater than chocolate in energy-giving power.

★ *Note:* This is the fourth of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin is printed above. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

WHAT PEOPLE ARE READING IN CALIFORNIA

Excerpts from the Address of Milton J. Ferguson, State Librarian, Before the American Library Association, July 1st, 1924

When Kipling wrote, "East is east and west is west, and never the twain shall meet", he doubtless had in mind an east that is further away from its west than is Boston from Los Angeles. A census of the world's greatest city, speaking in terms of square miles, would show that the east has literally transferred itself to the west; and so intermingled itself therewith that to tell which is which were utterly impossible. And when we propound the modern Delphic query, "What are people reading in California?" we are safe if we answer in characteristic Hibernian manner easily enough understood at America's cultural hub, "What are people reading in Boston?"

In the days of early America it was readily possible to distinguish Vermonter from Virginian. Each locality had its own marks of dress and of tongue. The coonskin cap and the long rifle of Kentucky were greater oddities a few hundred miles away from their home than are today's rarest wonders actually or by film transported at great cost from the uttermost ends of the earth. The prairie fire of fashion lighted on our eastern shore sweeps in a night over mountain and plain and extinguishes itself in the none too pacific waters of the western sea. King Tut costume, the latest cut in shingle or bob, the plaintive virtues of a tropical fruit, the best seller—life of Christ or of the current western hero—all have their little day through the land and give way to successors treading hard upon their heels in endless procession. Ours is a land of all kinds, degrees and qualities, who, despite dissimilarity, have attained American uniformity. What was it the school principal desired? That all pupils should at the same moment be hearing the same jazz record on the Victrola? We have pretty nearly attained that ideal, which will be ours when the radio has somewhat extended its reach.

Writing is a business today. The young man or young woman may well be imagined as weighing the attractions of the law, of real estate, of publicity, of authorship to decide not so much in which field his genius may find happiest expression, but in which he may best "sell" himself to the largest number at the highest price. Parenthetically speaking, and weighing a librarian's salary in the balance of present economic conditions, I do not have the heart to point the finger of scorn at such commercialism. Man must eat; and luxuries are necessary.

. . . . . .

Out on the Pacific Coast the seventy odd clubs in a Rotary district gave their retiring governor, not a silver cocktail shaker, nor an extra special set of golf sticks, but a book, autographed by its president for each club represented. So by word of mouth, by poster, by radio and by printed page we are not permitted to forget that a book's a book, an altogether desirable thing. Surely we librarians should rejoice and be exceeding glad; the day of the book universal is dawning.

. . . . . .

But, you snort like Hashimura Togo expounding "Gentlemen's Agreement," what are people reading in California? Do you recall that when Polonius, full of wise saws, asked the Prince, "What do you read, my Lord?" he got back for answer, "Words, words, words." When Hamlet was pressed further for the matter that he read it would be interesting had he given the title of the "Jurgen" or the "Cytherea" of his day; but he merely generalized, "Slanders, sir." And no doubt we all where frankness is not a sin must confess that we have at least one point of similarity with the gloomy Dane: we, too, read our quota of slanders. Fiction quite naturally is popular and makes up the bulk of our reading. Despite the reality of our mountain grandeur, the majesty of our ocean, the soft beauty of valley and plain, we revel in the world of dreams.

. . . . . .

Then we read the newspapers; but perhaps that is merely further acknowledgement of the charge that we indulge in fiction. To some the headlines on the front page, the pink or green sporting section and the doings in "Gasoline Alley", the adventures of Andy, Min and little Chester, social chatter, and stock quotations are as essential in starting the morning right as are grape fruit and fragrant coffee. And in the evening the latest edition makes an excellent screen behind which to nod while digesting a too generous dinner and waiting for the night's Mah Jongh tournament or excursion into movie land.

A librarian in my flock undertook to make a survey of what the people were reading in his library. He played Sherlock Holmes or William J. Burns, made notes and sent them to me. As he looked over a public's shoulder—not perhaps a polite proceeding—and only justifiable because of necessity or goodness of the cause (this paper had somehow to get itself written), he found the shoulder's owner deeply absorbed in No. 9 in the March Monthly Score of most popular fiction. For those librarians who may not be wholly conversant with the batting averages in the two major leagues, "Fiction" and "General", let me hasten to explain that "The Covered Wagon" in March had slumped to ninth place.

. . . . . .

And when as this scout of mine ran down the line, peeping over other unsuspecting shoulders, he found one reading the life of Father Junipero Serra, who planted the Franciscan missions in California of a romantic, spiritual day as far distant almost as the tombs of the kings on the Nile. Let us hope that from that stirring story he may have learned that patience, persistence, frugality, humility of spirit, are virtues today even though the automobile has displaced burdened donkey and skirted monk on the "Camino Real".

Another eager soul pored over the life of Joaquin Muricta, a bold, bad man of California's gold days, who lived a life so magical that one looking upon his exploits might well rub his eyes and ask, "Is this history, or is it Hollywood?" That reader sought and found romance, daring, marksmanship, a kind of western chivalry—qualities which have caught and held the fancy of most men and many women since the world was young. Perhaps he found there adventurous satisfaction which urged him, not to go and do likewise, but to stick to a clerkly task, to pump gasoline at a filling station, to receive deposits at a teller's window, a member of the work-a-day American public.

"All I can say about what Californians are reading," replied a very clever county librarian to my query, "is that whatever people anywhere in the world are interested in is in demand some time in California, for where could a more cosmopolitan assemblage of people be found and what country is not represented?"

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and a farmerette has been known habitually to read Greek classics in translation at noontime while the horses munched their oats and alfalfa. The study club and the library have combined to teach the people that the Atlantic Monthly is written in a language fairly understandable despite its Bostonian origin. History, science, philosophy, plays from marionette to heavy tragedy, eitquette, fruit culture, irrigation, co-operative marketing, health, mountain, lake and ocean travel, how to be a movie star, old-fashioned astronomy, economic problems, boy scouting, religion and politics, blue sky, real estate subdivisions and distractions, how to catch, domesticate and train the tourist however ferocious and from whatever clime, family trees, plain and fancy gardening, the automobile going and standing still, paid for and on the installment plan, golf and other excuses for taking a day off in the middle of the week, life, just life, the joyous dance and the sober march of life in all its multiplicity of aspects and phases—these are the things that people are reading in California. If there be anything good and true and beautiful in recorded thought, and, I know, too, if there be anything wild and naughty and frowned upon by censor with lily-white conscience, you will find it being read out there where the skies are a little bluer. For, forsooth, in the words of one who knew a bit about human nature, "If we are like you in the rest, we will resemble you in that."

If we differ from you who hail from Providence town, sir, or you, madame, from Georgia, Minnesota or Oklahoma, it lies not in the kind, variety or quality of reading, but in the opportunity that is ours to read; or rather, I should say the opportunity to get books to read, for with us there is so much of joy and work, of things to do and things to see, that were we not very, very unusual no reading at all would be done in our fair state. We as librarians believe in books; we hold the friends who comfort and inspire, who, true, sometimes cause us to stumble along a miry slough when better choosing would give us sure footing or grassy ways where trees courtesy, and birds make melody, and flowers reproduce the colors of the poet's imagination. We believe, very largely, in letting man select his own route; we are not traffic officers, primarily, but somewhat experienced travelers who, given the opportunity, set up markers along the highway. And we are conscious that when we are strong, when we know the things we should know, when we have zeal, when we honor our job, those who come to us are made better, stronger, happier. A wise librarian is a right royal companion, whether the journey be dress parade on the king's highway of philosophy, or a day's outing along the knickered byways of genial humor.

Californians read everything. Through their 139 public libraries, through their forty-two county libraries having 3,000,000 volumes, 4047 branches, 2400 of which are in schools, through their State Library at the head of the system, they can readily, easily, quickly secure any book fancy or vocation may require. The children of our state are growing up with books; they are learning day by day that education means the ability to use one's powers, to utilize the stored-up experience of the past as recorded in the printed page. Adult education is being praticed with us. It is no surprising thing to a county librarian to receive a request from the heart of the mountains, three days beyond the end of the wagon road, a place so remote that a Ford has never penetrated or a real estate sign reared its head, for the ten-volume edition of Nicolay and Hay's "Abraham Lincoln". No doubt you smile, thinking some ambitious teacher, pioneering it for a term, is continuing her studies for a higher degree; but I tell you the set is wanted for a half-breed Indian miner who, buried in the distant wilds, has a heart beating in harmony with the teachings of a great and kindly patriot. With such a plan is there not cause for hope that books may make their contribution to democratic stability, to human happiness?

. . . . . .

We are American citizens, on the eve of this one hundred and forty-ninth birthday of our great nation, must bend our energies and our powers to the preservation of that priceless gift of liberty and of opportunity for happiness so dearly purchased by the founders and so valiantly fought for by their successors. Librarians, disseminators of information and truth, bringers of recreation and joy, may play a major roll in our national drama. We of the west clasp hands with you of the east, the north, the south in renewed promise to strive for a better interpretation of our lines.

Note: This paper appeared in full in the August Library Journal. We regret that lack of space makes it necessary to omit any part of it. We apologize to its author.

Mr. Frank H. Chase, reference librarian of the Boston Public Library, read at the same meeting a paper on "What People Are Reading in Boston."

The librarian of Fresno County Free Library, Miss Sarah E. McCardle, reports in her fourteenth annual report of the library that the library has two hundred and thirty-eight distributing points. There are eighty-five community branches and one hundred and fifty-three school branches with deposits of books in various county offices. The library contains 293,881 volumes besides pamphlets and other material. The total number of registered borrowers is 48,297. The circulation for the year was 845,812 an increase over last year of 99,164.

Book reviews published weekly in the daily papers have attracted many new borrowers. The librarian has given many talks on books before clubs and other organizations and the children's librarian gave a number of interesting talks before parent-teacher associations and high schools.

Two custodian meetings were held during the year, the annual meeting in November and a district meeting in March. The custodians of the city branches met at intervals during the winter and discussed children's books.

The reference department answered 3298 questions, and the librarian and her assistants visited 170 branches and made 992 visits to 918 schools.

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MISS SWOPE'S SUMMER SCHOOL

Miss Caroline Swope held a three weeks' summer session in Santa Cruz this summer in addition to the ones held in Berkeley and Long Beach.

Holding the session in Santa Cruz was a very happy choice for the teachers who attended. It was held in the high school building, which is a modern and beautiful building and delightfully located. Many lovely houses surround it and the townspeople were very good about opening their homes at moderate prices to the teachers who found living conditions, climate and possibilities for recreation very delightful. An especial treat was also given the Santa Cruz session in having Miss Winifred Van Hagen to direct the classes in physical education, which included games, folk dancing and athletics.

Among her students at the Santa Cruz session Miss Swope was very pleased to number fourteen principals and one rural supervisor. Several principals attended the other sessions and her total number of students was a little over 500 for the summer.

Miss Swope secures some of the very best people for her faculty and succeeds in giving the teachers practical help in the problems of the class room. She has some devices for language work that are particularly fine and the work in craftsmanship is excellent.

Those who attended the Long Beach session were particularly fortunate in having Madilene Veverka, primary supervisor of Los Angeles city schools, to give the courses in Americanization and methods in teaching reading. Her talks on the teaching of silent reading were given as demonstration lessons weaving in the theory in such a way that both theory and practice got home to the teachers most effectively. Her work in Americanization was particularly fine. It put before her students excellent practical helps and at the same time gave them a viewpoint which combined good common sense with a rarely fine idealism. One lesson conducted in a Czecho-Slovakian dialect was highly amusing and distinctly enlightening as to the bewildered state of mind in which little foreigners flounder through their early school days in our class rooms.

Miss Swope's own spirit dominates the school. Her splendid series of talks to the teachers and her constant conferences and helps with their definite problems send the teachers back to their schools, or the inexperienced teacher to her first school with a fine supporting sense of confidence and inspiration. In interviewing her teachers one also becomes aware of the fact that whether they are young or old they have all been imbued with a certain quality which should be especially appreciated by superintendents and supervisors, namely, an open mind.

TO ENGLISH TEACHERS

In the year it has been out, "Faulty Paragraphs for Composition Classes", by Lockley and Lockley, has proved itself.

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Think what it would mean to you to have technicalities subordinated early in the term. Think what it would mean to you to take your rightful place as the intellectual leader of your classes instead of the drill master of sentence errors! Think what it would mean to your students to be able to discuss ideas instead of dangling participles!

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Send for a copy at once. Harr Wagner Publishing Company, 148 New Montgomery street, San Francisco.

Dr. Alexis F. Lange, dean of the College of Education of the University of California, died recently. Dr. Lange succeeded Dr. Ellmer Ellsworth Brown when he resigned to accept the position as U. S. Commissioner of Education. Dr. Lange's work in promoting high school education, in the organization of the California Teachers' Organization on its present basis, and as a teacher and lecturer, had a great influence in the intellectual development of the state.

Superintendent Dan White has called the sixty-first annual session of the Solano County Teachers' Institute to convene in the auditorium of the Vallejo High School Monday, October 13, 1924, at 10 o'clock.

The reaction in favor of the Modern School Readers by Ruth Thompson and Superintendent Harry Bruce Widson of Berkeley, published by Harr Wagner Publishing Company, is great. From the Teachers' College University we get this testimonial: "They are surely in line with modern methods." The Primer, Book I, Book II and Book III, are now being used in Los Angeles, Glendale, San Diego, Bakersfield, Sacramento County, Kings, Kern, Merced,, Solano, Stanislaus and San Bernardino counties. Book IV, Book V and Book VI will be ready for delivery in about six months. The Modern School Readers are new in content, new in method. They fit the new primary courses of study based on the child's activity.

Vaughn MacCaughey, formerly superintendent of public instruction of Hawaii, and more recently connected with the Sierra Educational News, has accepted the position as regional director of the Boy Scouts of America for California, Arizona, Utah, and Nevada. Mr. MacCaughey adds to his great energy a delightful personality and is an attractive speaker, with a scientific informational approach in the various subjects he discusses. Mr. MacCaughy's contribution to good citizenship will be worth while in this new field with the Boy Scouts.

Governor Friend W. Richardson has appointed Mrs. Helen Hastings of Oakland, Cal., a member of State Board of Education, vice Elizabeth Phillips, term expired.

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FORWARD LOOKING LESSONS IN HISTORY, by W. J. SAVAGE. Topical outlines for seventh and eighth grades. New edition includes President Coolidge. Price $1.50 list.

UNIVERSAL CLASS RECORD BOOK—1924 edition, by BRUCE BARTHOLOMEW. This is the best book on the market. Sixty-four page edition—thirty cents net. 128 page edition, fifty cents net.

New revised edition of PACIFIC HISTORY STORIES, retold by HARR WAGNER. Ready October 20th. Large type; new stories of the Northwest. $1.00.

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The Married Teachers' Reserve

Proposed by
MRS. ADA BEALL TRIGGS
Atascadero, California

The hope of the world today is in the children of America; in their sanity, their kindliness, their clarity of vision. Educators are realizing clearly that world peace will not be a result of armament or disarmament, conferences and treaties, but will come, if at all, as a result of the education we give our young.

This places the mother and teacher in places of paramount importance, and not educators alone, but the general public, must become cognizant of some of the problems facing the schools today. There is no better place for public discussion to begin than with the question of the place the married woman has a right to occupy in our schools; for it is there that public opinion, founded on a misjudgment, has assumed the right of decision.

Marriage and motherhood have no part in our school system. These married women teachers who are in our schools are there on sufferance, by virtue of former work well done, by pity for their necessities, or for almost any reason except the legitimate one—suitability. The United States Department of Education has gone on record as saying that all other things being equal, the mother teacher is the best teacher. It is not by any prescription or proscription of law, nor by bureaucratic ruling, that the teacher loses her job by marriage; yet she generally does lose it, either by direct compulsion or by unpleasant manifestation of public opinion. The action of many city boards of education in refusing to employ married women is probably less an autocratic dictum than a response to public expression of popular feeling. And while more sinned against than sinning, to some extent the women themselves are to blame; a false feeling of modesty has prevented them from making their situation clear.

There is one consideration which likely outweighs all others as a factor in this prejudice—I refer to the feeling that the woman who is not willing to bear children should not be allowed to teach them. It is just here that we need plain speaking and clear thinking. To evade a duty and then to profit by that evasion certainly does not help a woman to fit herself for a profession which calls daily for self sacrifice. But the woman who apparently does this, is only trying in a thoughtless way to make the best of a bad bargain; she sees slipping away from her, a profession and a source of income for which she has given years of preparation, and her instinct is to save what she can. She is apt to lose her professional pride, and seek to keep by cunning what she cannot have openly. Sub rosa marriages are a common result of this state of things and they are not good for the morale of a teaching force. The inevitable expose often comes in such a way as to cause worry and expense to her employers, and loss of time and effort to her pupils. Moreover it tends to rob motherhood of its simple dignity, and places exactly the wrong emphasis on sex relations in the eyes of pupils.

Public opinion unthinkingly places all married women teachers in the same category, and the result has been a sort of class legislation which causes individual injustices and acts to detriment of the profession.

But there are thousands of woman teachers who are willing and able to perform both functions. When children pass the kindergarten and nursery stage, and reach the age where social training and suitable influences are permanent, the teacher mother, instead of devoting her mornings to dusting and her afternoons to bridge or five hundred will wish to follow them into the school room. She may wish to take her place beside the women who have given all their life and service to the school and who shall say she is less fit? These born teachers married or not are race mothers, the conservers and passers-on of race experience; marriage and physical parenthood are apt to be mere accidents of an imperfectly organized society; the urge to teach is an expression of the parental instinct. The real affinity is between mothering and teaching and not as we carelessly assume, between mothering and housekeeping. The association of household cares with the carrying on of the race has been close for many centuries but the ties are lessening and not even a laborer's wife can honestly say today that she has no time for any duties outside the home. The methods, the mental attitude, the temperament, even the working day of the teacher fits in absolutely with the home training of children. What no woman can do and none should try to do, is to do the family cooking, sewing and cleaning and hold down a job as teacher at the same time. That is a matter for individual adjustment—housekeepers are to be had, and labor saving devices and outside service are making play of housekeeping. But teaching will never be done by machinery. Is the supply so abundant and the quality so satisfactory that society can afford to train teachers at public expense, and after a few years' service see them turned into domestic servants?

To reach the heart of this problem of the mother-teacher is to bring education much closer to the home. At first sight the mother-teacher puzzle may not seem to be related to the bridging of the gap between school and community, yet a fair solution of the former will do much to establish cordial relationship between town and gown. Many married women would not return to active service, either from choice or necessity, but these too have a duty to the profession. Every woman who has received at public expense a training for teaching has received something over and above technique and school room procedure. She should remain always cognizant of the newer movements in education, aware of its highest aims and a potential educator, not only of youth, but of her entire community. She should hold the respect of the community as an expert in education, but to do this, she must make some effort. Because she no longer serves in the class room is no reason why she should lose all interest in things educational and become so much of a back number pedagogically that she cannot even make an intelligent effort to second the education of her own children. Yet that is precisely what happens in nine cases out of ten with the women who leave the school room thinking that by marriage education has become to them a dead issue. It is beyond nature to expect them to retain a keen interest in things from which they are forever debarred.

"Once a teacher, always a teacher" should be the slogan and teacher shortages would soon disappear. The attractive young teacher who dubiously attempts to choose between public service and private inclinations would find that one did not preclude the other, and her half-hearted and apprehensive looks toward the future would be changed to confidence and wholehearted interest. Celibacy was in early days one of the cardinal virtues, but the Christian church of today has discarded it and in only one instance do we cling to it—in this feeling which is practically a demand that our teachers should be nuns. Indeed one of our most prominent writers on educational subjects is even inclined to lay the same condition upon men; in discussing the training and preparation for principalship, he advises that until the goal be attained—marriage should be put resolutely to one side. What a strange idea, that those who train little live things for living, should adhere to some monastic ideal and know little themselves of living! Our ideal of the pedagogic function today, out of the mouth of the same writer, is to train for right living, to develop a person-

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ality which will respond most fully to the social environment. Granted that typical old maids and unsexed men were fitted to be purveyors of a system of the passionless pursuit of passionless intelligence, but we have a new standard. The world has had an ample taste of culture divorced from ethics, technique; minus character; in our schools today we are stressing personality; the schools are enjoined to teach complete living at the expense of omitting cube root and the subjunctive mood. The first and strongest aid the school has in this morality teaching is the home; the child whose first lessons were at his mother's knee offers no problem to the school administrator. Perhaps the mother has something—an attitude, a feeling, or a method by which the schools may profit. If we could in a kind, reasonable and effective way begin to draw the mother to the school instead of pushing them all out of the school. The good work of the P. T. A. in bringing the home and school close together is appreciated, but a closer, more organic union is possible. Nature made one of the mother teaching function; the complexity of modern life has conspired to make it two, and a false political economy is striving to push the two farther and farther apart. The administrators of our schools can correct the tendency—they have the authority, if they have the vision. It can be made easy and natural to pass from one sphere to another if our leaders in education will set the seal of their approval on a definite and understandable plan. Society can be made to realize that the woman who lives a well rounded life outside of school is the best teacher in the school. Our young women could then enter on the profession with the serious intention of serving educationally in one way or another throughout their lives. Teaching will never become a profession until the bulk of teachers realize that they are "in for life."

The Plan

Following are some very tentative plans for an organization which would give married teachers standing and make them more useful in their localities whether teaching or not:

All women teachers entering on marriage should resign their positions and become active members of the

Married Women Teachers' Reserve.

A self-supporting association sponsored by the State Department of Education.

The objects of the association shall be:

First—To dignify the teaching profession.

Second—To provide a vehicle whereby teachers entering on married life may retain a place of honor and usefulness while not in active service.

Third—To create an accredited avenue by which they may at a later time re-enter active service without loss of prestige.

Eligibility: All women who have been in active teaching service in any state within ten years. Service should be the only test for membership.

Membership should be of three kinds; active, participating and honorary.

Active members should include all those holding state certificates and earning credits to retain them.

And those who are working to bring their qualifications up to standard.

Participating members should include those who wish the social privileges and prestige of membership, but do not expect to re-enter active service. Voting and social privileges should be the same in both classes, and members should be able to pass from one class to the other within certain limits.

Honorary membership should include married women teachers who are notable for extraordinary service to education (resident in this state).

Duties of Members

All members (except honorary) to be present at all meetings, do required reading, make reports and visit schools as observers (not critics).

Active members in addition to submit theses, attend teachers' conventions and, at direction of credentials commission, to attend short courses at state normals.

Six members in any community to constitute a chapter; each chapter to be organized for business and discussion. Parliamentary procedure to be followed. A definite time to be spent in discussion and reports. The superintendent or principal to act as leader of discussion.

Place of meeting to be in every instance the school house or principal's office.

Meetings to be held bi-weekly on the same dates over the entire state.

Local chapters to have a constitution modeled on a state constitution.

Officers of each chapter to be the customary ones, and in addition the corresponding secretary to serve as a credentials committee. She should act as go-between for the members and the state commission of credentials in the discussion of credits and certificates. Each active member to pay her a stated fee for this service.

Every active member to be subject to same regulation and in addition should do additional work as specified by the state credentials commission and communicated to her by the local credentials committee. These credits to be applied for the purpose of retaining or securing state certification.

Membership at large should be permitted to rural members.

The association should be self supporting, but should receive free rent and should have the moral support of educational authorities. It could if it desired act to better social conditions for active teachers in the community.

* * * * * *

These are the main outlines and would call for considerable revision. The first expense of such a plan would be salary and expenses for several organizers in the field. The permanent expense would be an increase of staff of the credentials commission. The benefits of one item alone would reimburse the state—I mean the trained teachers who would return to service instead of being forever lost. Each chapter would be self supporting and the larger ones would reimburse the leader for his services.

The plan would meet with very little opposition.

Benefits from it would be:

Increased understanding of educational matters owing to the group of intelligent people centering in the local chapters in every community.

Improved social standing of educators in service or out, especially in small towns.

Boards and superintendents would find a new and sympathetic channel for the diffusion of new plans or ideas.

Up to date and certificated substitute teachers in every center.

Teachers returning to service after an interval of years would be entirely modern in ideas and methods.

Tax-payers would realize the saving involved in using trained teachers for longer service.

A larger proportion of our teachers would be residents of the state, and we should have to use fewer transients.

Attendance at normals would be increased by the addition of mature and experienced women.

A higher class of students would be drawn to teaching as a life work.

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By **Oliver P. Jenkins**, Emeritus Professor of Physiology, Stanford University, California. xi + 248 pp. 12mo. $1.12.

There is a very general acceptance of the educational value of a knowledge of nature, and yet very little has been accomplished. This book represents a sincere, and we believe a successful, attempt to bring young children in contact with the wholesome intellectual stimulus and satisfying knowledge that comes from an acquaintance with the wonders of outdoor life. It has the fascination of a fairy tale and has, at the same time, the accuracy of a college text book.

The author has brought to this writing the authority of a man of Science who has spent his long active years as a University Professor, coupling with it a mature imagination and a deep love of childhood which have enabled him to write for boys and girls in a style suited to their comprehension and characterized to gain their interest.

The illustrations, all original, are accurate, life-like and beautiful both in general delineation and in fineness of detail.

There are sixty-two stories.

STORIES OF WILD FLOWERS CHILDREN LOVE

A Science Reader for the Primary Grades by Katherine Chandler

Author of "Habits of California Plants," "In the Reign of Coyote: Folklore from the Pacific Coast," "The Bird Woman of the Lewis and Clark Expedition," "As California Wild Flowers Grow." With 25 illustrations.

Miss Chandler says in her preface: If we get little children interested in the growing things around them, we have given them an inspiring fight for life. We have opened up to them a realm more wonderful than fairyland. And what are fairies after all? They are but the creations of our fancy, endowed by us with the powers we fain would have ourselves. They are only human beings raised to the superlative. But a Plant, now that is wonderful. A tiny brown seed goes into the ground—sometimes by its own action—and it develops into a beautiful blossom of graceful form and exquisite coloring. We could not imagine the marvel of plant growth; yet it is a truth that lies all around us and our eyes need only to be opened to enjoy it.

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Pacific Coast Depository

WESTERN SCHOOL NEWS

Miss Donzella Cross, who has for several years represented The Victor Company on the Pacific Coast, emphasizing their work in music appreciation, has accepted a position in Ginn & Company's music department. The position with Ginn & Company at this time appealed especially to Miss Cross because of her great interest in music appreciation and because of the fact that Ginn & Company in the publication of the Music Education Series is for the first time launching a complete course in music appreciation for the public schools in connection with a series of music books. There are to be records accompanying the various books of the series so that the children in the most remote districts may have the opportunity of hearing the songs in their school music books rendered by real artists, under the direction of Henry T. Hadley, one of the greatest conductors in the country.

Superintendent F. F. Martin, the new administrative head of the Santa Monica schools, and Mrs. Martin were given a banquet by the various civic bodies on Tuesday, August 19. Over 200 people attended the dinner. Mrs. D. G. Stephens acted as toastmaster. Judge Weber, Mayor, J. C. Steele and others spoke of the ability of Superintendent Martin and his spirit of cooperation that the people offered him in his work. Both Mr. and Mrs. Martin responded very graciously. Mrs. Martin's very pleasing response was appreciated by all present.

United States Civil Service Examination

The United States Civil Service Commission announces the following open competitive examination:

Principal of Home Economics

The examination will be held throughout the country on October 22 and again on December 10. It is to fill vacancies in the Indian service, at an entrance salary of $1,500 a year. Advancement in pay may be made with out change of assignment up to $1,760 a year. Furnished quarters, heat, and light are allowed free of cost.

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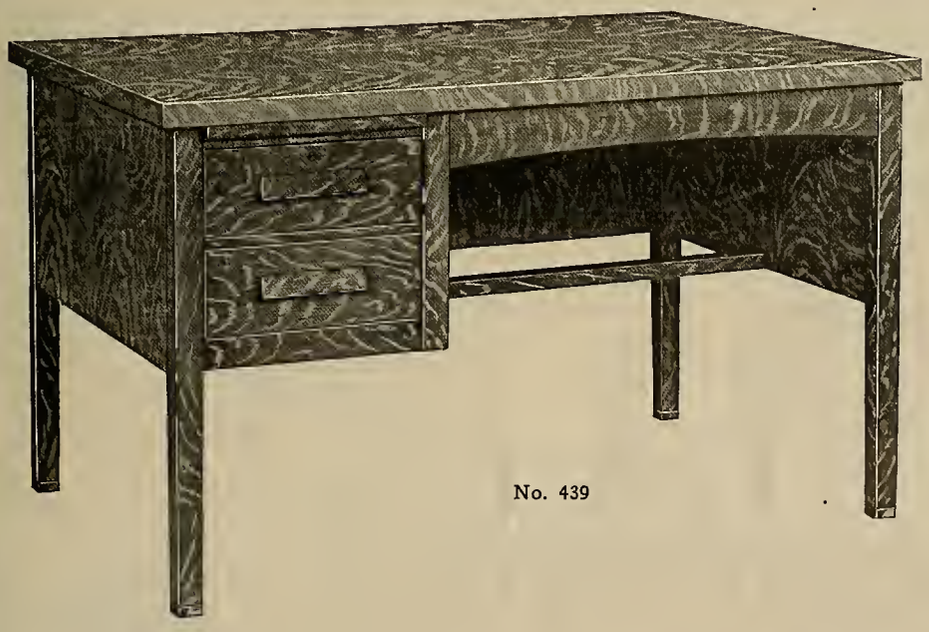
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BOOK REVIEWS

White Sox, The Story of the Reindeer in Alaska, by William T. Lopp: Any story of reindeer is interesting to children on account of their early associations of Santa Claus with reindeer; but to read a true story of the reindeer in Alaska will satisfy the most curious and imaginative mind. Mr. Lopp has probably had more to do with the organization of the reindeer system in Alaska than any other single man. His work among the natives as superintendent of education of the natives of Alaska and as former chief of the Alaska Division of the United States Bureau of Education and superintendent of reindeer in Alaska, make him an authority on the subject. And Mr. Lopp has brought his own children up in Alaska, so in more ways than one he is fitted to entertain little ones with his true stories of the Far North.

White Sox is a little five-months' old reindeer. With his mother he visits his wild cousins, the caribou. He has many exciting experiences: hunting for moss to eat; being chased by wolves and having to protect himself by going into an oil slough near Point Barrow; running through blizzards; sleeping in the snow and having to be on continual guard for his many enemies. That man is a true friend to reindeer, though he uses him for food and clothing and as a beast of burden as well as taking the mother reindeer's milk, is a point well brought out. White Sox learns that it is better to earn his way in life by being useful than to remain wild and always in fear of one's life. White Sox learns that no wild caribou dies a natural death. If he can escape death while young he cannot get away from certain death from wolves when he is old.

This book will prove valuable in the school room, from the fourth grade up, in many ways. It will teach the children something of the geographic conditions in the Far North; it will make them realize that everything in life should try to be useful; it will inspire a kindly feeling towards animals. If used as a supplementary reader it will hold interest as a narrative. One paragraph illustrates some of the lessons little White Sox learned

"I can see all the pictures now, mother—the careless caribou herd, the sneaking wolves, and the little band of fawns on the hill. Always the weakest of the herd were sacrificed in order that the stronger ones might escape and live a little while longer. Always danger, unrest, and fear! I see the other pictures—one brave caribou fawn thinking and planning for the safety of those who depended on him, and boldly doing things no other caribou had ever dared to do. I see the first corral on the narrow spit, the first little sled and harness, the first little caribou serving man for the love of him. Each needed something the other had to give. The fawns needed protection. The human beings needed beasts of burden that would be a source of food instead of those for whom food had to be provided."

The little volume is well illustrated with pen and ink drawings by H. Boylston Dummer. There is a grace and charm in the pictures that well portray the snowy wilderness. (World Book Company. Price 80 cents.)

Western Forest Trees, A Guide to the Identification of Trees and Woods to Accompany **Farm Woodlands,** A Handbook for Students, Teachers, Farmers and Woodsmen, by James Berthold Berry: Maps, detailed illustrations, some of which are photographs, and some drawings, together with facts written in not too technical a manner, combine to make this book comprehensive, interesting and useful. (World Book Company.)

The Silent Readers, by Wm. D. Lewis, Albert Lindsay Rowland and Ethel H. Maltby Gehres:

First Reader: "The subject matter of the First Silent Reader is of two distinct types, material for rapid, silent reading, and factual and informational material which must be read carefully and intensively to grasp the meaning." There are many pages for the interpretation of the printed matter. A large percentage of the words conform to the Thorndike Word List. Manuals and flash cards supplement the reader.

Second Reader: Questions, exercises and suggestions for the student are given with each story. Both factual and imaginative stories are used. Some new material and new ideas will recommend this book to the teachers and children.

Third Reader: The idea of reading silently and getting the thought quickly is further emphasized in this volume. Stories that have entertained children for ages are utilized, together with some more modern material. The silent reading tests are new and interesting and will probably carry their point with the children on account of their interest. Children must think if they are going to read this volume. (The John C. Winston Company.)

We and Our Health, by E. Geo. Payne: This volume is a health manual for the lower grades. There is no glossing over of facts and the story method is not attempted, as the author believes "that habits cannot be achieved in a roundabout way." His style, however, is very interesting and he makes his points thoroughly and well. Little children appear on every page in illustration of the text and it is probable that this practical method will hold a strong appeal to the majority of children. The opening chapter, "The Health of the Indian Boy", forms a logical beginning for such a book, contrasting and explaining the health of the outdoor, primitive people with the civilized population today. Fresh air, exercise, rest, cleanliness, care of the teeth and eyes, sitting, standing and eating, are some of the topics covered in later chapters. The full page, colored illustrations at the beginning of each chapter, the large type, together with the material itself, will commend this book highly to educators. (The American Viewpoint Society, Inc.)

An About-Face in Education. A primer interpretation of some educational principles, with a manual of writing, reading, spelling and arithmetic. By Adelia Adams Samuels. Introduction by Grace C. Stanley. 200 pages. Harr Wagner Publishing Company. 1924.

The State Demonstration School at Cucamonga, California, furnishes the background of this story of modern educational theory and the practices developed from it. Miss Samuels is the director of the school. The State Commissioner of Elementary Education for California, who founded the school, has written the introduction. This illustrated and eminently practical volume belongs with that growing galaxy of prophetic books that point the way to the School of Tomorrow. The about-face is toward the Dawn.—From Sierra Educational News.

The Constitution of Our Country, by Frank A. Rexford and Clara L. Carson: This book has been prepared to meet the laws of many states which require the teaching of the Constitution in the public schools. It will serve this specific purpose in the eighth grade in California admirably, for it gives a brief history and explanation of the Constitution in terms of everyday life; its principles, the activities under it, the duties it implies, and the rights it assures. It throws light on all government functions and centers the empsasis upon the relations of the young citizen of his country. The presentation is enlivened by appropriate pictures, stimulating questions, and references to the text of the Constitution. The style is simple, the diction suitable for eighth graders. (American Book Company. Price $.76.)

The total enrollment at the thirteen Bakersfield city schools this term is 3879, an increase of 185 over last year. C. E. Teach, city superintendent of schools, is pleased with the heavy enrollment and declares it is an indicator that the school department has another year of steady growth before it. It is estimated the enrollment figure will pass the 4000 mark early in the week.

Teachers who are devoted to the story of the Golden West will be interested in the publications of the California State Historical Association. The California History Nugget is special value to teachers. It is edited by Owen C. Coy, director of the association. He has access to all the valuable historical material and understands the needs of teachers. Prof. Coy will send special help to teachers who are interested. Teachers should write at once to Prof. Coy, California State Historical Association, Berkeley, Calif., for the California History Nugget, price $1.00, or for membership in the association, price $3.00.

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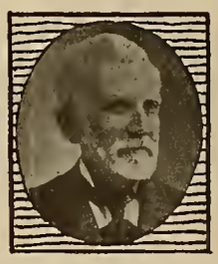

OCTOBER, 1924

CALIFORNIA STATE DEPARTMENT OF EDUCATION
SACRAMENTO

To City and County Superintendents of Schools and Rural Supervisors:

You have all received notice regarding the plan of the State Department of Education for sending out special work over the radio, beginning November 3. In order that the work may be of direct help to the schools it has been decided that it would be well to consider, in addition to the musical programs, a special study following two lines,—one covering California history, and the other geographical topics. It has been suggested for the geographical topic that we make a study of the rivers of the world, recognizing the fact that the teachers who are dealing with the children are the ones who are best qualified to present the material. We are asking the cooperation of superintendents and supervisors to encourage every teacher to work up special lessons for presentation to the children of the state on the great rivers of the world.

The rivers which will be studied this year are the Mississippi, Missouri, Hudson, Colorado, Columbia, St. Lawrence, Yukon, Amazon, Orinoco, La Platte, Ganges, Congo, Nile, Euphrates, Danube, Rhine, Rhone, Volga, Thames, Yang-Tse-Kiang—all of them rich in history. The lessons should be worked up covering the following points:

Size	Life Within and on the Banks
Location	Artistic Interpretations
History	Spiritual Significance
Commercial Use	

Lessons should be prepared and submitted to supervisors or superintendents, who will then select the best of those presented to be filed with the commissioner of elementary schools. The best lessons will then be broadcasted to the children of the state by someone who has a good carrying voice. In this way it will be possible to make available for every child, no matter how remote he may be, the work of the best teachers which the state can afford.

As soon as possible a complete program will be sent out to the superintendents and to the teachers through the educational journals, so that the schools may be prepared in advance for the lessons and talks to be given. It is hoped that the work to be given will be interesting and simple enough so that practically all children can enjoy listening to the radio, and at the same time, suggestive enough for work to occupy the most talented children. The cooperation of every superintendent and every teacher in the state to make this work a success is needed.

It would appear that one of the most important things to be given immediate attention is the matter of securing the proper kind of instrument for receiving. Inasmuch as the building of radio sets is in itself an educational activity, and since in almost all communities there are boys who have a very excellent working knowledge of the principles of radio, it would seem advisable for superintendents, principals, and teachers to consult with the boys in their classes regarding the installation of receiving sets. It might be a good idea to borrow a receiving set at first from someone who already has one. In talking the matter over with the boys, try to determine the localities in the state that are best adapted for receiving, so that the schools that try out this plan may have the most favorable conditions under which to work. Will you report to me any locations which are not getting good returns, so that we may have a radio map of the state?

Cordially yours,

GRACE C. STANLEY,
Commissioner of Elementary Schools.

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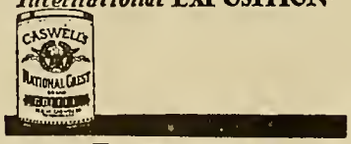

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A LINCOLN STORY

During the dark days of the Civil War a delegation from one of the Eastern states called on President Lincoln and presented at tedious length a certain local and partisan case, and rather insisted on an immediate answer. Thus pressed, the great Lincoln told them this story of the early settler and the squirrel:

An early settler in Illinois was fond of squirrel shooting, and with his old muzzle loader managed to help out the family larder quite a bit. One morning this old pioneer slipped off early to a nearby grove, and soon his family heard the old muzzle-loader go "bang." In about two minutes the old gun went "bang" again. In another two minutes it went "bang" again.

The oldest son said, "Dad must have treed something big. I'll go see." So he hastily hiked across the clearing to his father's side. Just as he came up the father raised his gun and fired again.

The boy looked carefully up at the top of the tree, but could see nothing. He circled the tree but still saw nothing, though he prided himself on his keen eyesight. Finally he said, "What are you shootin' at, Dad?"

"Why, at that squirrel up there, just under the third limb from the top on the right hand side." And again the old man blazed away.

Once more the puzzled boy circled the tree, trying his best to locate the squirrel. Finally his eyes dropped to the level of his father's and he ejaculated with a laugh, "Why, Dad, there ain't no squirrel in that tree! You're shootin' at a louse in your eyebrow!"

There may be a point in this story in relation to certain educational arguments and advertisements. We suggest the use of the eyebrow test to a considerable portion of current "highbrow" material.

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VOL. XXX SAN FRANCISCO, OCTOBER, 1924 Price 15 Cents

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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DR. FREDERIC BURK

The Tribute of Richard D. Faulkner Before the California Schoolmasters' Club, October 3, 1924

It is fitting that this club should pause for a single moment to pay tribute to the man who inspired its organization.

I knew Dr. Frederic Burk long and intimately. I find it difficult to reflect in a brief paragraph his worth and work. His personality was baffling at times even to those of us who loved him best. If he had died some years ago he would have been remembered, if at all, for his destructive criticism of traditional methods that shackled the progress of children with nothing constructive to replace what his brilliant pen had inveighed against. In recent years, however, the system of individual training which he advocated has come not only to be accepted in theory; but "he lived to see the public schools all over this land studying or adopting his system or lack of system". At the moment of his death he was still far in the lead. He ran "with the torches" until he fell. He has now passed them "to the hands of other runners". His work will live. There will be interpreters of his system by widely separated groups of teachers. There will come a time when men who look upon their school days will revere his name for the opportunity an unshackled course of study gave them. He was the friend of childhood.

Down the dark future, through long generations,
The echoing sounds grow fainter, and then cease;
And like a bell, with solemn, sweet vibrations,
I hear once more the voice of Christ say, "Peace!"
Peace! and no longer from its brazen portals,
The blast of War's great organ shakes the skies!
But, beautiful as songs of the immortals,
The holy melodies of love arise.
—Henry Wadsworth Longfellow.

Source Material for Armstice Day Program in the Schools*

By Ruth Thompson

SOME FACTS OF THE WORLD WAR

Time: July 28, 1914-November 11, 1918.
Place: The principal battles of the World War were fought in France, Germany, Belgium, the Dardanelles, but the battle line extended practically across Europe and part of Asia. Many battles were fought on the sea.

Causes of World War.—The underlying cause of the World War was the ambition of the German kaiser and his advisers to be the most powerful nation in the world and to increase this power and make it felt in every nation.

Causes leading up to the World War were far-reaching. Austria-Hungary was selfish. She wished to dominate the Balkan Peninsula and she would not give Serbia an outlet to the sea. A seacoast always adds materially to the wealth or power of a nation whether great or small. In the war of 1912-1913 between the Balkan allies and Turkey, Serbia had gained some power. Austria wished to crush this gain.

Germany was growing more arrogant and dictatorial with each passing year. She was jealous of Great Britain's trade and commerce and of her power by sea. As Great Britain has so many possessions (it is said the sun never sets on her possessions), it is natural that being an island she should be a power on the water. The Germans increased their army and navy. Germany demanded military training of her men and in other ways was making herself secure and storing up reserves.

Germany had interfered with French occupation of Morocco and France could not forget how Germany had robbed her of Alsace-Lorraine after the Franco-Prussian war in 1870-1871.

The torch which set the world on fire and caused the gigantic struggle, throwing the civilized world in an agony of trouble and grief, was the murder of Francis Ferdinand, the heir to the throne of Austria-Hungary, on June 28, 1914. A young Slav who lived with many of his people in Austria, and who longed in unison with others of his kind, to throw off Austria's yoke, committed the murder. The Austrian government took immediate steps toward Serbia and accused the government of being involved in the crime. She made demands upon Serbia which the little country found too humiliating to concede. Some of the concessions involved her honor as a nation. Serbia yielded all she could and demanded that the question of two more demands be referred to the Hague Tribunal. Austria declared war on Serbia July 28, 1914. Russia flew to the assistance of Serbia, Germany interfered with England's attempt to make peace, and joined Austria-Hungary. France sided with Russia and Serbia.

Belgium was regarded as a neutral country and it had been agreed by several of the powers that she should never be the scene of war. In spite of this agreement the Germans marched into Belgium in order to strike France from behind, though the Belgians had refused to allow the Germans the right of way. The Germans wreaked vengeance upon the Belgians and destroyed all they could while using the country as a means to get to France. Great Britain, who was involved with the treaty making Belgian neutral country, and whose interests were closely involved in the war, declared war against the Central Powers, and joined the Allies. Japan entered three weeks later in order to fulfill treaty obligations with Great Britain.

During this period Germany was showing hostility to the United States. She interfered with the rights of neutral vessels on the sea. She sunk the Lusitania off the Irish coast on May 7, 1915, with the cost of one thousand lives, over one hundred of them being Americans. America was on the verge of declaring war. Germany then made false promises that she would change her policy on the sea. She did not keep her promises, but continued to sink ships.

German agents in the United States were at work. They incited strikes; blew up factories and did other serious damage. Finally Germany tried to incite Japan and Mexico against the United States. She promised Mexico that she would aid her in getting her former possessions of New Mexico, Texas and Arizona.

The indignation of the United States knew no bounds. It was WAR!

President Wilson called a special session of Congress. The recommendation of war was enthusiastically received by Congress and the American people.

It was not a war for gain. To the Americans it was a fight for the principles of democracy. It was the fight of the people to uphold their ideals.

President Wilson said in his address before Congress: "We will not choose the path of submission and suffer the most sacred rights of our nation and our people to be ignored or violated. We are glad now that we see the facts with no veil of pretense about them, to fight thus for the

---

* A song for children, "Armistice Day", by Leila France, may be purchased from Elite Music Company, Mrs. L. F. McDermott, 70 Santa Monica street, San Francisco, Calif.

ultimate peace of the world and for the liberation of its people, the German people included, for the rights of nations, great and small, and the privilege of men everywhere to choose their way of life and obedience. THE WORLD MUST BE MADE SAFE FOR DEMOCRACY.

"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those to submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace to all nations and make the world itself at last free."

COUNTRIES INVOLVED IN THE WORLD WAR

Twenty-four nations of the world were lined up against the Central Powers in the World War. The Allies of the war were:

Serbia	United States
Belgium	Brazil
Russia	Cuba
France	Panama
Great Britain	Haiti
Japan	Guatemala
Portugal	Honduras
Montenegro	Costa Rica
Italy	Nicaragua
San Marino	Liberia
Rumania	China
Greece	Siam

The four opposing forces — or Central Powers — against the twenty-four allied nations were:

Austria-Hungary	Turkey
Germany	Bulgaria

The neutral countries during the world conflict consisted of but about one-fourteenth of the world's population. They were:

Holland	Switzerland
Spain	Argentina
Norway	Venezuela
Sweden	Colombia
Denmark	Mexico

Though not engaged in active hostilities, six countries broke off relations with Germany. They included:

Bolivia	Peru
Ecuador	Uruguay
Santo Domingo	Egypt

THE COST OF THE WORLD WAR

The saddest and the greatest cost of the World War was the loss of human life. It was estimated that the dead numbered 13,000,000; the wounded included, missing and prisoners, 20,000,000.

The total net cost in money of the war is estimated at $286,333,637,097. Of this amount $125,690,476,497 was spent by the Allies, while the enemy expended $60,643,160,600.

The property loss may be made up in time. The human element of the strife has left a scar that can never be entirely eradicated.

The actual cost in American dollars of this tremendous conflict can better be pictured when the fact is known that if all the money spent were in silver dollars and if these dollars were built into a wall, this wall would be 475 miles long, two feet in thickness and six feet eight inches high.

The war cost the United States as much money as it cost to run the government from 1791 to 1914.

THE WORLD WAR

The World War has been called the "War to end war." It covers the blackest pages of the world's history. It was the cruelest conflict in which human beings have ever engaged. It was the origin of poison gas, liquid fire, machine guns, tanks, submarines, death bombs, Zeppelin raids, of trench warfare, barbed wire entanglements, and other devices unthinkable. Instead of many individual battles, there was practically one continuous battle raging across the front, though some decisive victories were won from attacks of divisions. Some of these were the Battle of the Marne, Flanders, Verdun, St. Mihiel and the Argonne Forest. General John J. Pershing was in command of the American army.

The people at home fought valiantly for the cause; men who could not go, women who "kept the home fires burning" and children whose energy and interest were a marked feature. The Red Cross was the foremost organization at home and abroad, but every one did his part. There were the five Liberty Loans; there were the thrift and war savings stamps, bought by everyone, including school children; there were the war gardens where the children helped to grow food. People learned to knit for the boys "over there" so they could have warm sweaters and socks. Food was conserved and sent across the water. Ships were built to carry food, clothing and soldiers to the war zone.

Herbert Hoover was appointed food administrator and the slogan was "Food will win the war."

The government took over the railroads, telegraphs, telephones, and then there was daylight saving whereby every one was to do his work in daylight so as not to burn lights by night.

There are many instances of how the war touched each one of us closely and of how each one could do his part.

And the boys? Those brave heroes who gave themselves as the "supreme sacrifice" can never be forgotten. Their courage, their cheer, their offering of themselves for the loved ones at home, for the fight for world democracy — their accomplishment can never be measured with human measure. Their fight was the fight for right. They won.

Defeat after defeat met Germany after the close of the four-year struggle. The Germans themselves began to realize the war was the result of their kaiser and his militarists. Revolutions broke out in the country. The Socialists refused to support the government. The kaiser was forced to flee to Holland and a temporary government was established.

Germany accepted the terms of peace offered by President Wilson. Armistice terms were agreed upon.

The war was won by the Allies. The sacrifice of the people was not in vain. The sacrifice of mothers, of fathers, children and sweethearts, the "supreme sacrifice" of those millions of young men had not been in vain.

"In Flanders Field each poppy now
May raise its crimson head;
The world has kept its solemn vow,
And now the honored dead
That 'neath the Flanders poppies lie
Will know 'twas not in vain to die.
Peace! Ye who know not how to yield,
That rest in Flanders poppy field."

THE ARMISTICE

The World War ended at 6 o'clock (Washington time and 11 o'clock Paris time) Monday morning, November 11, 1918, as agreed by the signing of the armistice by German representatives at midnight.

The news was cabled across the ocean. It was telephoned to the White House to President Wilson. The glad news was then given to the newspapers—to the world.

The people of the United States went wild with joy and thankfulness. Every celebration in the world's history pales before this pledging of peace, November 11, 1918.

It was victorious peace for the Allies!

The measure of rejoicing was in proportion to the majesty of the event. Business was abandoned; schools, stages, banks, factories, offices—were closed.

The people poured into the street to give vent to their feelings, not in harmony of noise perhaps, but in harmony of spirit.

Horns, bells, bands, American flags, speeches, parades, bonfires, whistles — all served as outlets for the feeling of the masses.

Mothers, fathers, sisters, sweethearts, marched the streets singing "Over There", "The Long, Long Trail", "The Star Spangled Banner", "America".

Tons of confetti were thrown about. Funeral corteges paid a joyous tribute to the most unpopular person in the world—the ex-kaiser of the German people. A coffin was carried along the street, but the mourners forgot their parts and shouted and yelled with unrestrained happiness.

It was a time when "all hearts beat together from one end of the country to the other."

All those who had done their share in winning the war in their work for the Red Cross, the Liberty Loans, the War Savings Stamps, went "over the top" once more in the madness of the joy of victorious peace—and soon the brave soldiers would be home again — those who had lived to see the fight through.

But it was not America only who celebrated the signing of the Armistice, but all the nations involved in the gigantic struggle with the Allies. Those nations today will celebrate the signing of the Armistice with America.

"What we all thank God for with deepest gratitude," said President Wilson, "is that our men went in force into the line of battle just at the critical moment when the fate of the whole world seemed to hang in the balance and threw fresh strength into the ranks of freedom in time to turn the whole tide and sweep of the fateful struggle—turn it once for all so that thenceforth it was back, back, back for their enemies—always back—never again forward."

Armistice Day has assumed its proper place now in the history of the world. It is a legal holiday in the United States and stands in the front rank with the Fourth of July. Armistice Day is a day of peace:

"Blest is this day, past any other day
The world has even known; yet must we pray
The world hereafter may so blessed be
Never another day like this to be."

CALIFORNIA'S DAY OF PEACE

By Harr Wagner

Near the close of the year 1918 peace came. It was celebrated in San Francisco and to the remotest parts of California in the unique spirit of the West. Submerged, however, beneath the gayety, the noise and the elation of a triumphant victory was the soul of Lowell—

"When a deed is done for freedom,
Through the broad earth's aching breast,
Runs a thrill of joy prophetic,
Trembling on from east to west,
And the slave, where'er he cowers,
Feels the soul within him climb
To the awful verge of manhood,
As the energy sublime
Of a century bursts full-blossomed
On the thorny stem of Time."

The high-born winter rains will wash the map of Europe clean of blood. The people will return to the simple ways of peace. The commonwealth of men will have no boundary lines. Internationalism is seen—"in the parliament of men, the federation of the world."

This Republic with the sword of justice in one hand and the symbol of mercy in the other will consecrate itself anew to the reconstruction of social order — not only "over there" but here.

California will welcome back its men from the trenches, not as heroes of a war of conquest, but as men who faced the sacrifice that the diplomacy of armament should end.

Those who died will be given a monument that shall be typical, not of war, but of peace. The injustice of might will not prevail. The name of czar, of emperor and of king will cease as a representative of power, except in the historical past.

The commonwealth will not be measured in square miles, but in the sense of social justice, the boundary of which encircles the globe and includes all people. Let us have peace when humanity shall have eliminated injustice, fear, bigotry, prejudice, the malicious lie, the superstitious creed and weak selfishness. Then the commandment, "Thou shalt not kill", will prevail, and a new commandment will be given, "Thou shalt not possess that for which thou hast not given an equivalent."

Plato's Republic, Fourier's Social Paradise and Sir Thomas More's Utopia were mighty revolutions without tanks, or guns, or gas, or aeroplanes, against laws of autocracy. The false moon beneath the smooth surface of the water tells of the true moon somewhere. So the dreams, not of warriors, but of the poets and idealists, will come true.

With tears for the dead and joy for the living, we hail the liberty that had its birth on Mt. Sinai, its cradle in Bethlehem, its childhood in Rome, its youth in Switzerland, its education in France and England, its manhood in the United States, and its future life in the universal world.

PEACE

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenal or forts.
The warrior's name would be a name abhorred;
And every nation that should lift again
Its hand against a brother, on its forehead
Would wear forevermore the curse of Cain!

—Henry Wadsworth Longfellow.

SONG OF VICTORY AND PEACE

Oh! Sing a song of victory,
A stirring song of victory!
Ye hosts of freedom's might,
Sing how a world from Tyrant's sway
Was won for Peace and Right.

Let paeans rise most joyfully,
The day has come most joyfully
When trembling cowards fly.
Sing that the human race is free;
The brave, unflinching race is free,
Though loving hearts may sigh.

And thou, O Peace, forevermore
Be thou our guide forevermore
Through wond'rous years to be,
From war and waste and anguish deep,
From shell-torn fields where heroes sleep,
Come thou to set us free.

Oh! Sing a song of Liberty,
A stirring song of Liberty,
To those who nobly fell—
A song to those who fought and won,
Who fought so gallantly and won,
That peace on earth may dwell.

—Frederic Dahlstrom.

THE PEACE THAT PASSETH ALL UNDERSTANDING

At noon, in savage rage of battle lust,
Where smell of red blood drove men mad,
Two lay, half trampled in the sodden dust,
Their upward faces lined with hate.

At eve, before the Prince of Peace, who died
That men might know the depth of love,
That Scot and Teuton met, and each one cried:
"Oh, brother mine, forgive, forget!"

—Annie Dolman Inskeep.

REMEMBERING DAY

All the soldiers marching along;
All the children singing a song;
All the flowers dewy and sweet;
All the flags hung out in the street;
Hearts that throb in a grateful way—
For this is our Remembering Day.

—Mary Wright Saunders.

A SONG FOR HEROES

A song for the heroes who saw the sign
And took their place in the battle line;
They were walls of granite and gates of brass;
And they cried out to God, "They shall not pass!"
And they hurled them back in a storm of cheers,
And the sound will echo on over the years.

And a song for the end, the glorious end,
And the soldiers marching up over the bend
Of the broken roads in gallant France,
The homing heroes who took the chance,
Who looked on life, and with even breath
Faced the winds from the gulfs of death.
Their hearts are running on over the graves,
Over the battle-wrecks—over the waves—
Over the scarred fields—over the foam—
On to America—on to home!

II

And a song for the others, the heroes slain
In Argonne Forest—in St. Gobain—
In the flowery meadows of Picardy—
In Belgium—in Italy,
From brave Montello to the sea.

A song for the heroes gone on ahead
To join the hosts of the marching dead—
A song for the souls that could lightly fling
Sweet life away as a little thing
For the sake of the mighty need of earth,
The need of the ages coming to birth.

All praise to the daring God who gave
Heroic souls who could dare the grave.
Praise for the Power He laid on youth
To challenge disaster and die for truth.
What greater gift can the High God give
Than the power to die that the truth may live!
Glory to the Lord, the Hero of Heaven,
He whose wounds in His side are seven—
Glory that He gathers the heroes home,
Out of the red fields—out of the foam—
Gathers them out of the Everywhere,
Into the Camp that is Over There!

—Edwin Markham.

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Material for Thanksgiving Day Program in the Schools*

By Ruth Thompson

THE STORY

"Harvest is come. The bins are full,
The barns are running o'er;
Both grains and fruit we've garnered in
Till we've no space for more.
We've worked and toiled through heat and cold
To plant, to sow, to reap;
And now for all this bounteous store
Let us Thanksgiving keep."

The significance of Thanksgiving Day is brought before us each November as the year rolls around. At this time we bear in mind all that we personally have to be thankful for and we remember the causes that lay behind the festival for our forefathers, the Pilgrims, who celebrated the first Thanksgiving in America in 1621.

The word "pilgrim" means a wanderer or sojourner in a foreign country. The early settlers on the "wild New England shore" called themselves Pilgrims, because they had wandered far from their homes in England in search of religious freedom. The desire to worship God in their own way, instead of according to the dictates of a government, led a band of people from England to Holland and from Holland to America.

When the Pilgrims first settled in Holland they were happy and at peace. They could worship as they chose and that freedom was what they desired most. Ten years passed. The English children who were with their fathers and mothers in Holland began to be like the little Dutch children with whom they played. Their ideas of life were very similar to the Dutch in every way, and though the Hollanders were a kindly people, still the English parents did not wish their children to lose their English heritage.

It was evident that something must be done. Tales of the new world and a few English settlements there had reached the ears of the Pilgrims. They thought it would be the place for them to establish a home. America offered freedom and these sturdy people did not fear difficulties. They were very poor and it was a struggle to live no matter where they established homes.

The Pilgrims chartered two vessels, the Speedwell and the Mayflower, and bidding their good Dutch friends farewell, they started on a long voyage to their new home. But the Speedwell was not a seaworthy ship and could not make the trip. It was necessary to take her back and load all the passengers possible on the Mayflower.

The voyage on the Mayflower to America was very cold and uncomfortable. The ship was overcrowded. The food was poor and there were few comforts. Children found the trip tiresome, for they had no place to play and the constant tossing of the ship on the rough seas made many ill. A little baby was born, and because it was born on the ocean the people named it "Oceanus".

It took two months to reach the new country.

It was not a bright and beautiful land that greeted the Pilgrims. The month was November. It was cold and gray and barren. There was no grass. There were no flowers. Bare ground, sand and rocks were the cheerless view.

But the Pilgrims were dauntless. Courageously they made their plans. They must do everything for themselves, for the country was wild and uninhabited except for the Indians. They had come to their new home,

"Not as the conqueror comes,
They, the truehearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

"Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

"Amidst the storm they sang,
And the stars heard and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free."

The Pilgrims landed on Plymouth Rock in December, 1620.

Anchored on the rocky coast the Mayflower served as a home through the long winter months. The women and children stayed on the ship much of the time, but the men worked on land and returned to the ship at night. Under the leadership of Captain Miles Standish, the men found a site for a home. There was a stream which would serve for drinking water.

The men cut down trees. They made a wide street and on each side built a row of houses. They built a little fort on the side of a hill, a church and a "common-house".

The first use for the common-house was as a hospital for the sick. The cold, the poor food, the unsatisfactory living conditions, all were hard for the brave settlers. One by one they were taken ill. Many of them died. The ones who were not ill nursed their sick friends. As soon as the house was finished the sick people were moved ashore. Before spring came more than half of the Pilgrims were dead. But this little band stayed bravely by its resolutions to settle in America, and when the Mayflower left on its return trip it did not carry with it a single Pilgrim.

The Pilgrims made friends with the Indians. One day an Indian walked into their village and spoke to them. They were frightened at first, but they were pleasantly surprised when he spoke to them in English. A welcome was given to the newcomers by Samoset, who had met Englishmen on the coast a few years before; by Squanto, who had been in England himself, and by the big chief of the tribe, Massasoit. The Indians taught the settlers how to plant corn and gave them some seed.

Spring was the time for planting, and after the seed was in, how eagerly the growth of the crop was watched, for the people needed food! Perhaps even the lives of the settlers depended upon this crop. In order to live in the new country and have a prosperous settlement, it would be necessary to raise food.

October came and with it the ripening of a good crop. It was time to gather in the harvest. The people rejoiced and Governor Bradford, bearing in mind no doubt the harvest festivals in England, ordered a three-day celebration to be held. To this feast were bidden the Indian friends with

(Continued on page 8)

* Contrast between early hardships of the Pilgrims and those of California pioneers may be made. Material on California pioneers may be obtained from Elisha Brooks' "The Pioneer Mother", Harr Wagner Publishing Company, San Francisco, price $1.

† Governor Richardson's and President Coolidge's Thanksgiving proclamations should be read in the school room.

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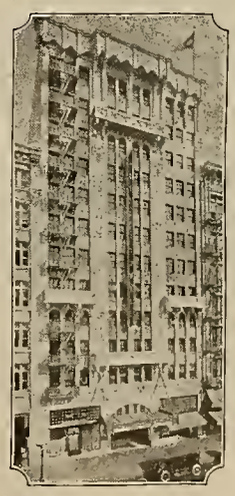
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(Continued from page 6)

their chief, Massasoit. In all, about ninety Indians came.

Great preparations were made. The men went to the woods hunting for ducks, wild geese and turkeys. The children gathered nuts and helped their mothers who prepared the food. The Indians arrived with five deer they had killed.

The weather was balmy and pleasant and the young women set long tables out under the trees, and there, for three days, the Pilgrims feasted and rejoiced and were thankful for the blessings that had come to them. They played games and had contests, and it was a happy time.

There was no religious service at this first thanksgiving. Because of that fact some historians do not call it the first thanksgiving, for now thanksgiving is a religious festival and is proclaimed yearly by the President.

The year 1622 was one of hardship for the Pilgrims. Soon after the festival a ship, the "Fortune", arrived, but she brought with her a number of new settlers and no provisions for them. This meant the Pilgrims must feed them. More settlers came later and the crop in 1622 was poor. It filled the hearts of the people with sadness. Day by day through the winter the food grew scarcer. When spring came the seed was planted, but a drought set in and withered most of the growing plants.

So great was the distress that in July the Governor appointed a special day for feasting and prayer. For nine hours that day the Pilgrims went without food and prayed to God. To their great joy a large, dark cloud appeared in the sky.. The next day a mild rain fell. The withered corn was revived. A few days later Captain Miles Standish returned from a trip and said that he had seen a ship at sea. Soon the Pilgrims saw the ship itself coming towards the coast. It was the "Anne" and aboard were not only provisions but the good friends the Pilgrims had been obliged to leave in Holland when the Speedwell broke down and could not make the trip.

Now, indeed, there was cause for rejoicing. A day was set aside by the Governor for giving thanks to God for these blessings and food was prepared. The Pilgrims went to church that day and then feasted together.

The thanksgiving in 1623 is counted the origin of our National Thanksgiving Day. Since the Civil War, when Abraham Lincoln began the custom of issuing an annual proclamation, the United States has set aside a day for religious observance. She is the only nation that has this special day for giving thanks for the blessings which she has received through the year.

EARLY THANKSGIVING DAYS

Thanksgiving Day as it is celebrated in the United States annually is distinctly an American institution, although tracing back through the centuries we can find records of feasts and harvest festivals.

It is possible that these records together with great causes for thankfulness which people in America have, that have finally established the yearly observance in America's calendar. The present custom is for the President of the United States to issue a proclamation each year to the people of the country calling upon them to duly observe the last Thursday in November as Thanksgiving Day, and following his proclamation, naming the same day, the Governors of each state issue a proclamation to the people within their borders.

For more than 3,500 years we can find mention of thanksgiving feasts, for gratitude abides in most of the human race and demands outward expression. In the Bible we find the Feast of the Ingathering. It was established by divine command soon after the Israelites left Egypt about 1492 B. C. This was held in the month of "Tisri", the seventh month, when the corn* wine and oil were gathered in. This thanksgiving had a two-fold significance to the Israelites. It was a thanks festival for the harvest and a reminder through the ages that their fathers dwelt in tents in the wilderness and had no settled home. To break the distinction between the poor and the rich, all were to dwell in tents or booths outside of their usual dwellings, on the flat roofs, in the courtyard, or even in some parts of the temple itself. Thus it came to be called the Feast of the Tabernacles or Booths. There were seven days of rejoicing.

In the Book of Judges in the Bible we find the account: "And they went into the field, and gathered their vineyards, and trode the grapes and held festival and went into the house of their God and did eat and drink."

Other mention is made in the Bible of holidays at the time when the people "have gathered in the fruits of the land."

Ancient Greece celebrated a harvest festival called Thesmophoria, which resembled the Jewish Feast of the Tabernacles. The Romans held a yearly festival, worshipping their harvest deity, Ceres.

England's Harvest Home may be traced back to the Saxons of the time of Egbert. The harvest season was a time of pranks, feasts and pleasure. It was held yearly and called the Harvest Festival. But England has declared three extraordinary feasts upon special occasions which may be called thanksgivings. England declared her first thanksgiving September 8, 1588, when she defeated the fleet of ships from Spain called the Spanish Armada, and so broke Spain's power. This opened the way for the great power on the sea which she has enjoyed for many years. Queen Elizabeth declared it to be a time for thanksgiving and a celebration was held.

In the last century there were two English thanksgivings. The first was February 27, 1872, for the recovery of the Prince of Wales from a serious illness; the other was Queen Victoria's Jubilee on June 21, 1887.

The first thanksgiving was celebrated in America by the Pilgrim Plymouth Colony in 1621 upon the gathering of the harvest.

The first thanksgiving proclamation to be issued in this country was issued by Francis Bernard, Governor-in-Chief of the Province of Massachusetts Bay, in 1767.

The first thanksgiving proclamation issued by a President of the United States was that of George Washington in 1789.

Abraham Lincoln was the first President to adopt the custom of issuing an annual proclamation of thanksgiving and he began the custom in 1864. His assassination the next year almost suspended his own rule. However, Johnson, the next President, appointed the last Thursday in November and this has been done annually by successive Presidents.

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* Corn in those days meant barley, wheat and rye, not the Indian maze we call corn today.

The World's Shorthand Championship

CHARLES LEE SWEM

In the Annual Shorthand Speed Contest held by the National Shorthand Reporters' Association on August 18, Mr. Charles Lee Swem, former stenographer to Woodrow Wilson, again won first place with an accuracy record of 99.233 percent perfect. Mr. Swem therefore retains the WORLD'S CHAMPIONSHIP TROPHY which he won in 1923.

Second place was won by Mr. Nathan Behrin, third place by Mr. Martin J. Dupraw, and fourth place by Mr. Solomon Powsner. Only these four contestants qualified on all three championship tests, at 200, 240, and 280 words a minute.

Mr. Swem and Mr. Dupraw are writers of Gregg Shorthand.

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Thanksgiving Day is the only religious festival celebrated in the United States at the call, of or by the authority of the civil government.

Some histories suggest that the Pilgrims thought of celebrating a thanksgiving because of impressions gained during their recent ten-year sojourn in Holland, when they had celebrated with their Dutch friends a yearly thank-festival for their deliverance from the Spaniards; the true reason behind the origin is probably the natural feeling of gratitude which called for expression in some similar form, such as the harvest festivals held for centuries in England.

Thanksgiving Day has come to mean to us a national holiday which gives us the opportunity of expressing our thanks in religious observance for blessings received, and feasting and family reunions. Turkey has become our thanksgiving meat because the Pilgrims, more than three hundred years ago, brought the wild turkeys from the forest to serve as food at the first thanksgiving gathering in America.

PROJECTS FOR THANKSGIVING DAY

Dramatize story of the first Thanksgiving Day.

Tell of some of the Puritans' beliefs at the time of their founding the Plymouth colony. Make sandtable displays which tell the story of different features of the early Puritan days, such as:

The Landing of the Pilgrims.
The first settlement.
The Indians.
The first Thanksgiving.
Study Indian life.

Study of a turkey—its size, form, covering, bill, tail, wings and feet.

Make a turkey and Mayflower border.

Make "Thankful" cards. These cards may be decorated with borders appropriate to the season and may list in large print the things we have to be thankful for, both personally and as a nation. These cards may be individual cards or one resembling a chart may be made to hang on the wall. The decorations may represent the things we have to be thankful for—a home, father and mother, a baby or sisters and brothers, an automobile, a new stove, plenty of food, etc., etc.

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THE LETTERS IN THANKSGIVING

(This acrostic may be used by the children in a short exercise. The pupils may mark the twelve letters in large type on twelve cards respectivly. Twelve children with the cards may stand facing the class and in order may hold up a card and recite the couplet. At the conclusion the word will be found to spell T-H-A-N-K-S-G-I-V-I-N-G.)

T is for thankful
This day of the year.

H stands for helpful,
So spread some good cheer.

A means we're active
And do as we should.

N is for good nuts—
Thanksgiving Day food.

K means a kindness
Towards someone else shown.

S means that first feast—
Sixteen twenty-one.

G stands for Governor,
And Bradford's the name.

I is for Indians,
Who brought deer and game.

V stands for valiant,
Those Pilgrims so brave.

I n trial and trouble
Their ideals did save.

N for November,
The month of the year.

G stands for giving—
Thanksgiving is here!

(Continued on page 13)

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The Creative Education Association of California

GRACE CHANDLER STANLEY, State Commissioner of Elementary Education, President
ADELIA ADAMS SAMUELS, Cucamonga, Vice President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

WHITHER GO WE?

By Adelia Adams Samuels
Principal Cucamonga School
Cucamonga, Cal.

The work of the school year is now well under way. The plans made for school procedure are launched. It is advisable for us, particularly for those of us who are interested in the furtherance of creative education, to pause and consider the nature of our efforts and their inherent possibilities for the fulfillment of our hopes.

We must give thought first of all to the facts involved in the name given to the cause we would espouse. Creative Education is a term chosen by Mrs. Grace Chandler Stanley, State Commissioner of Elementary Schools, to particularize a departure from routine school processes. This designation is an especially fortunate one in that it is so completely significant of the practice it describes. The word creative has for its content that which has the power to make, or to build, or to evolve something new. Education, we have come to know through the teachings of a host of educational philosophers and more recently and most effectively through the work of John Dewey, is synonymous with life. Creative education we may say, then, is that which has the power to build or evolve new life. And that is the function, the ordained purpose of education; to build new life for the learner.

But there is one all-important and oft-forgotten fact of which we who would aid the child in achieving a useful life must never lose sight. Life is the sum of the activities and the understanding of each individual. He alone consummates it. Others may place obstacles in his way; effectively thwart him only according to his reaction to them. Outside influences may contrive numberless ways to encourage him. These are of use to him only as he responds to them. No matter what devices or methods we use, or what psychological and technical training we have had, or what skill in teaching we have brought to bear upon our classroom problems, we are in the end only helpless bystanders. Our efforts in the child's behalf depend absolutely and entirely for their results upon what he does with them. We cannot make what we do useful or reasonable to him. Those attributes are a part of his own attitude toward our contributions. That is an undeniable and inescapable truth which must take the position of precedence in the upbuilding of an educational practice which has the power to build new life.

There are two paths before us when we have reached this conclusion. We may study the child, permitting him to reveal his own interests and capacities, those two limitations which will govern his effective learning all through life, and guided by this knowledge seek to bring about the contacts which will foster growth along the lines he indicates. We may allow him to meet his own problems and seek their solutions in his own way, assemble the components of his own education, his own life, and mould them after his own plan. He may be unhampered by any restrictions save that he must remember that every other individual has the same right upon which he must not infringe. We may encourage him to develop as an individual for the maintenance and advancement of the social whole.

Or we may entirely disregard the individual child, select a set of knowledge facts which are intended as a summing up of worth while learning, an educational panacea for all social ills, and force the class to master them. We can assume a uniformity of living conditions under which these will be useful to all and set about the impartation of the assembled material.

Which alternative have we chosen in arranging our school program? If we have accepted the latter and decided to abide by a fixed course of study we must ask ourselves still other questions. Is not this fixation of teaching material merely another way for declaring egotistically that we are sufficiently omniscient to define the boundaries of life? Are we not assuming the powers of a prophet when we thus proclaim the child's future needs? In case we should be mistaken in our planning for his future what is he to do when he has escaped from our gentle ministrations and actual living presents emergencies which shall lead to his exaltation or defeat? What will he do when, after having followed a prescribed course of conduct mentally and physically, and accepted our dictation as the governing factor in his every procedure, he is suddenly placed in a position in which he must meet new conditions upon his own responsibility?

We have before us in the daily press an heroic example of the results of an education according to such a preconceived plan. For centuries the Chinese have dedicated to a training dictated by the gods of things as they were. Through many generations they have eddied in a geographical and intellectual backwater untouched by the currents of history swirling past them, unaware of mutations in the life of the world around them, blind to change and advancement in civilization. Their procedure in every line of activity, religious, educational, commercial, industrial, social, was prescribed for them. They met these prescriptions in order to be acceptable as sons of their fathers.

But the hand of man and the chains of convention were powerless to stem the tide of progress or to prevent innovations. Today the Chinese know that their learning, that which they have insisted upon as a prescribed education, is insufficient to meet the changes which have taken place before their hitherto unseeing eyes. And they do not know what to do in the new situation. They are without experience in making decisions unguided by precedent or in using their old knowledge to meet new demands upon it. Therefore, they make war and give themselves over to petty jealousies, banditry, the destruction of property, the demolition of all those ideals which they have so carefully preserved through all their history. They will learn now something of life as it is in the world today. They will acquire eventually the art of adjusting themselves to varying conditions and the evolution of new procedures. But at what a cost to themselves and to the rest of the world! The price they will pay is the price exacted for worship at the shrines of gods of prescribed and dictated conduct. Mexico, Russia, Germany, Spain — they too have paid, and dearly. Their historical and governmental tragedies were the results of an adherence to traditional formulas; wrong application of educational principles which may have been sound but which were misused in that they prescribed all procedures, mental, physical, spiritual. The masses of the people were not trained to think.

We are dedicating the lives of our children to the gods of inherited educational formulas and methods when we require them to perform the same school routine in the same way. We are denying them practice in meeting new situations and making new applications of their knowledge which will fit them for future emergencies when we circumscribe their activities within the boundaries of course of study lists and dictate what use they shall make of the materials permitted them.

We hear on every hand, "Children must learn to conform. They must learn to fit in." The inner significance of these phrases is that they express a belief that the child must learn to accept dictation blindly and to follow outlined paths unthinkingly. He must do the things he is told to do in the way he is told to do them, giving the least possible amount of trouble to the person who tells him to do them. The reason he must do these things is because if he does not learn to conform during school life he will have to do so later. Is the only good citizen he who obeys commands implicitly and gives never a thought to why and wherefore nor offers objection to the unvarying monotony of slavery to prescription?

There is occasion for dwelling upon another point which is directly connected with adherence to form. Strangely enough it arises from our efforts to escape from such a limitation. We spend much time in reading inspirational educational literature. We need to do this to keep up our courage, to awaken us to possibilities which we have not as yet seen. We do not need to do it to get plans for carrying on our own work. Yet this is just the use we are prone to make of our reading. We study a pretty account of the development of a child or of a group of children; we turn our attention to the exposition of some classroom project. We are struck with admiration and filled with a desire to go and do likewise. After which we attempt to carry out the same scheme in our own classrooms quite oblivious of the fact that to do this makes of it a formula, a recipe. It will lack, in this repetition, that essential fire of the child's interest which was fundamental to its usefulness in the original occurrence. If the growth we have read about is in reality a creative educational one it had its origin in the children themselves. The description was merely a recapitulation of what they did.

We must continue to read much and widely, but we must do it with a will to

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discover if possible what the teacher did to permit the child to make the development described. He grew, if what he did was not mere repetition of memorization soon to be forgotten, because the teacher gave him an opportunity to do so and not because she made him do some particular thing. How did she create this opportunity for him? What guided her in providing educative contacts which would appeal to him?

The great subject for study in building up a practice in creative education lies in finding an answer to two questions. First, how does the teacher utilize her equipment and personality to inspire the child's growth as an individual rather than as a copy of herself and his classmates? Second, how did she refrain from imposing the dictates of her beliefs upon him and yet at the same time bring about contact with new materials and new ideas which he might seize upon and make a part of himself, thus building new life?

We must keep before us at all times that the principles underlying any educational endeavor are the all-important fundamentals. In our teaching practice we must strive for faithfulness toward the ideals they express rather than for imitation of any scheme for their immediate use. Nothing is offered but that something better can grow out of it if we but think about it in the light of the theories which gave it birth. The only real value to be found in any plan for education is that it offers a beginning for the development of something more useful. Every one of us may add to what has been done if we will but refuse to content ourselves with interminable repetition.

We must remember that our purpose is to assist the child in learning how to live; to help him in distinguishing right from wrong in every direction; to nourish that curiosity which is fundamental to his learning; to teach him to follow to fruition his own interests; and to aid him in the acquisition of standards for measuring his own capacities. To do this we can find no help in formulas of any kind. We must even disregard the routine drill in what we are pleased to call the fundamentals of education. These so-called fundamentals, writing, reading and numbers, which are in reality but the tools for getting an education, are educational inevitables. Every line of activity, every project undertaken, every purpose to be fulfilled presents demands for their use and we may teach them as they are needed. Our hope for an effective school organization must find its foundation in giving the child such training as will enable him to use knowledge facts uprightly and honestly, unthinkingly and to the advantage of society when he

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(CREATIVE EDUCATION—Continued)

learns them as his interests demand them. There is no reason why learning facts and learning to live should be separated in the classroom.

It is but necessary to keep in mind the need for both in establishing our school discipline. There are two roads to take here also. The first has on its guidepost, "You must come down on the child with a rod of iron." The peculiarity of this discipline lies in the fact that it is not necessary all along the pathway of childhood. Neither has it any fixed point for its beginning. By the evidence it is entirely a matter of the grade or year in school progress in which the child passes into the hands of a teacher who subscribes to this motto. It may be the first year or it may be the twelfth. But though the time for coming down on the child with a rod of iron may vary with different teachers, the kind of discipline which the idea involves is universally the same. It demands that children shall be as silent as mutes and as immovable as paralytics.* It places them in straight rows and forbids turning around, talking or laughing. They may speak only when the teacher asks questions. They may move only when she gives directions. If they do anything else they are forbidden to repeat the offense is punished. This discipline impresses firmly upon their attention those things which they may not do.

There is another type of discipline which is very different in its application. It fixes the attention of the children upon the right way to do the things which they may do. It recognizes speech and laughter as having a part in life. It accepts movement as integral with activity. It devotes itself with fitting the child for mingling with the society of today, familiarizes him with the highest standards of society, and gives him practice in meeting the demands they make upon him under varying conditions. It teaches him how to control every changing situation through this experience.

The child must learn how to laugh and talk and move about without neglecting his own work or interfering with that of others. He must learn when to do a thing and when to refrain from it. He cannot become skilled in determining the fitness of his conduct without experience in making such judgments. Prohibitory school room discipline does not provide for this. It prevents much and makes nothing possible aside from the acceptance of dictation. Government by denial is unavailing for we cannot live negation.

Where are we now, and whither go we?

* Montessori.

A PAGEANT FROM THE INSIDE

By Emma M. Bartlett,
Instructor in Pageantry and Opera, Department of Creative Education, San Francisco Teachers College, Summer Session, 1924

Any person of normal mentality and imagination can picture a completed pageant, which may be briefly defined as a visual presentation of history or legend. "The History of Music" will at once suggest to the musician or student of history a series of scenes to illustrate the subject. The purpose of this article is, therefore, not to describe a pageant, but to outline the mechanism for making one.

The closing exercises of San Francisco Teachers College Summer Session, 1924, included a pageant prepared and presented by the class in pageantry under the direction of the instructor. Carrying out the community idea, the subject, "The History of Music," was chosen by the class, as offering opportunity for historical and legendary tableaux which could be presented with elaborate but inexpensive costuming and lighting effects.

The pageant was presented on the model of a civic or community enterprise. In its preparation we made a radical departure from customary procedure. Pageants usually are written, like plays, with copious footnotes by the author regarding costume, lighting, action, etc. We reversed this order, planning the action of each episode first, and then writing a text to fit. This, as will be apparent, was the natural evolution—first the picture, then the descriptive text—created or materialized from the inner consciousness of the class.

The preparation and presentation of a pageant by the class had been announced as a part of the course in pageantry and the subject was selected by unanimous vote, early in the session. Within a few days an abundance of material was brought forward for discussion from which the class selected the subjects that were developed into the various episodes.

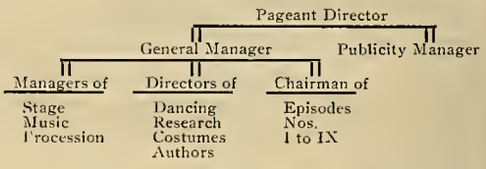
Quite naturally the proponents of each episode grouped themselves into committees for its production and an effective organization was built up on these lines, each group working independently upon its own project and at the same time giving cheerful co-operation with the other groups.

The general scheme of the pageant was next discussed and approved by the class and in these discussions the capabilities of various individuals came to the surface, enabling the director to select and appoint the various aides. Each tableau or unit was given a separate organization under captains who were officially known as chairmen of committees, who surrounded themselves with efficient helpers. For economy of time and material other committees were appointed for (1) Historical Research, (2) Authors, (3) Costume Design and (4) Dancing, with whom the chairman of each episode committee consulted. The committee of authors, from the data presented by the chairmen of the various episodes, prepared the poetic text which was recited as an introduction to each episode. The committee on dancing supervised the preparation of the dances of all units. The committee on research obtained the necessary historical data. The committee on costume supervised the costumes for the entire pageant. This obviated the need for sub-committees on these subjects for each unit and prevented duplication in costume, dancing, etc. These last named committees each functioned under a director.

All chairmen reported directly to the general manager, who was the assistant to and in constant consultation with the pageant director.

This completed the preliminary organization. Later a stage manager was appointed with an assistant corps of electricians, property men, scene shifters, etc., and finally after all details of the production were completed a procession manager and music manager were added to the staff, whose duty it was to co-operate in bringing on the stage the different units and seeing that the music synchronized with the action. A sine que non was the publicity director, who began his work before anyone else in the organization.

The following diagram illustrates the relationship of the completed organization:



It will be noted that the managers of departments functioned during the performance only but were required to be thoroughly informed regarding every detail of the whole pageant. The directors functioned only during the preparation of the pageant, co-operating in their various lines with the chairmen, which latter bore the brunt of the preparation but were limited in their responsibility to their respective units. The results secured with a minimum of effort and absolute lack of conflict of authority proved the effectiveness of this organization plan. Although the members of the large class in pageantry were almost entire strangers to each other and to the instructor, there was not a misfit executive. Each student found the appropriate place to do his best work and was confirmed in it. There were no forced activity. Three hundred students of the Teachers College took part in the pageant (which was two weeks in preparation) without the slightest interference with their classes, and entire organizations such as the Woman's Chorus, the A Capella Choir, and the Summer Session Orchestra, were enlisted without disturbing their other activities.

The pageant consisted of an overture, a prologue and nine episodes, a total of twenty tableaux, each with poetic introduction recital by the stentor. The stage was darkened between episodes and a spotlight thrown on the stentor during the recitative. Marshalled by the procession manager each group entered the stage, presented its episode and made its exit through the aisles of the auditorium. This unusual method of exit was highly interesting to the audience.

The following is a brief outline of the program:

Overture.....Summer Session Orchestra
Prologue..How Music Came to Be—Stentor
Episode I.....Scene 1. Pan, God of Music.
Scene 2. Apollo and the Nine Muses.
Episode II.....Egyptian and Indian Music.
Episode III.....Early Christian Music.
Episode IV.....The Troubadours.
Episode V..... Opera.
Episode VI..... Orchestra.
Episode VII..The American Singing School.
Episode VIII.....The History of the Piano.
Episode IX.....The Choir of the Nations.

The material for the pageant is available in every public library. The study and research necessary in the preparation of a pageant constitute its real value to the student. For this reason no detailed description of the scenes is given here. The program is given in outline merely as an

(CREATIVE EDUCATION—Continued)

indication of the simple elements from which an elaborate pageant may be developed.

In behalf of the pageantry class of the Summer Session of 1924, I wish to extend thanks and acknowledgments to every department of the San Francisco Teachers College, for all had a share in the success of the pageant. Particularly we are indebted to Mr. A. B. Anderson, president of the college, Mrs. Grace C. Stanley, director of the department of Creative Education and State Commissioner of Elementary Schools, for their co-operation and encouragement, to the orchestra of the summer session under direction of Franklin Carter, the A Capella Choir under the direction of C. M. Dennis, the College Women's Chorus, S. Earl Blakeslee, conductor, and Miss Virginia Whitehead, director of physical culture.

NOTE.—The music article in the September issue was credited to Miss St. John. It was written by Annie Marie Clark of San Diego. "Applications of the Principles of the Cucamonga School" should have been credited to Thelma St. John.

(THANKSGIVING PROGRAM—Continued from page 9)

THE TURKEY

Do you know what the farmer feeds a turkey?

The turkeys that were eaten the first Thanksgiving Day in America were wild turkeys.

Wild turkeys feed on all kinds of grain, seeds, fruit, insects and sometimes on young frogs and lizards. They make their nests on the ground, using a few dry leaves and grass.

The mother turkey is very faithful and loves her little ones.

We are told that the turkey is so called because of its repeated call, "Turk, turk, turk!"

It was the Indians who showed the Pilgrims how to hunt wild turkeys in the forest. Some of the Indians called the turkey Oocoocoo, because of his queer voice.

THANKSGIVING

First Pupil:

"Have you cut the wheat in the blowing fields,
The barley, the oats, and the nodding rye,
The golden corn and the pearly rice?
For the winter days draw nigh."

Second Pupil:

"We have reaped them all from shore to shore
And the grain is safe on the threshing floor."

Third Pupil:

"Have you gathered the berries from the vine,
And the fruit from the orchard trees?
The dew and the scent from the roses and thyme,
In the hive of the honey-bees?"

Fourth Pupil:

"The peach and the plum and the apple are ours,
And the honey-comb from the scented flowers."

Fifth Pupil:

"The wealth of the snowy cotton field
And the gift of the sugar cane,
The savory herb and the nourishing root:
There has been nothing given in vain."

Sixth Pupil:

"We have gathered the harvest from shore to shore,
And the measure is full and brimming o'er."

All:

Then lift up the head with a song!
And lift up the hand with a gift!
To the ancient Giver of all
The spirit of gratitude lift!

For the joy and the promise of spring,
For the hay and clover sweet,
The barley, the rye and the oats,
The rice and the corn and the wheat,

The cotton and sugar and fruit,
The flowers and fine honey-comb,
The country so fair and so free,
The blessings and glory of home.

LADS' AND LADIES' SONG

(Sing to tune of "Comin' Thru' the Rye")

Once there were three little lassies
On a bright spring morn:
And they met three little laddies
Coming thru' the corn.
Then together they did wander,
Sowing pumpkin seed;
Then together did the hoeing
To free the corn and weeds.

Then these little lads and lassies
On each summer morn,
Coaxed the pumpkin vines to blossom
In among the corn.
Next they prayed for rain from heaven,
And the warm sunshine
To fall upon each great big corn stalk,
And little pumpkin vine.

Once there were three little lassies
On one autumn morn,
Went to walk with three wee laddies,
In among the corn.
Each one picked a great big pumpkin
And with sparkling eyes
Thought of Jack-o'-lanterns
And of pumpkin pies. —Selected.

THE TURKEY GOBBLER

When I see the turkey gobbler
With his consequential air,
As he struts about the barnyard
Like a king without a care,
I am tempted to remind him
Monarchs often lose their heads,
And a fate that's just as fearful
In his footsteps surely treads.

When I hear the turkey gobbler,
With his "gobble" vain and loud,
Posing as a priest of wisdom
To the humble barnyard crowd;
I am tempted to remind him
Proudest heads that soonest fall,
And Thanksgiving Day, most likely,
He will have no head at all.
—Susie M. Best.

CORN

There is a plant you often see
In gardens and in fields;
Its stalk is straight, its leaves are long,
And precious fruit it yields.

The fruit when young is soft and white,
And closely wrapped in green,
And tassels hang from every ear,
Which children love to glean.

But when the tassels fade away,
The fruit is ripe and old;
It peeps from out the wrapping dry,
Like beads of yellow gold.

The fruit when young we boil and roast,
When old we grind it well.
Now think of all the plants you know,
And try its name to tell. —Anon.

PRAISE GOD

Praise God for wheat, so white and sweet,
Of which we make our bread!
Praise Him for yellow corn with which
His waiting world is fed!
Praise God for fish, and flesh, and fowl
He gave to man for food!
Praise God for every creature which
He made and called it good!

Praise God for winter's store of ice,
Praise God for summer's heat!
Praise God for fruit trees bearing seed,
"To you it is for meat!"
Praise God for all the bounty,
By which the world is fed!
Praise God, ye children all, to whom
He gives your daily bread!—Selected.

THANKSGIVING STORY

The ripe rosy apples are all gathered in;
They wait for the winter in barrel and bin;
And nuts for the children, a plentiful store,
Are spread out to dry on the broad attic floor;
The great golden pumpkins, that grew such a size,
Are ready to make into Thanksgiving pies;
And all the good times that children hold dear,
Have come round again with the feast of the year.

Now what shall we do in our bright happy homes,
To welcome this time of good times as it comes?
And what do you say is the very best way
To show we are grateful on Thanksgiving Day?
The best things that hearts that are thankful can do
Is this: To make thankful some other hearts, too;
For lives that are grateful, and sunny, and glad,
To carry their sunshine to lives that are sad;
For children who have all they want and to spare
Their good things with poor little children to share;
For this will bring blessing, and this is the way
To show we are thankful on Thanksgiving Day. —Anon.

CALIFORNIA STATE BOARD OF EDUCATION

Office Commissioner of Secondary Schools
Sacramento, October 4, 1924.

Please accept my hearty thanks for the fine spirit of co-operation shown in meeting the suggestions recently offered to bring about a shortened list of authorized textbooks for high school use in California. Voluntarily you have offered to drop from the list 55 actual textbooks and 33 supplementary texts.

Only one publisher demurred to the plan suggested of omitting budget material from the list. All agreed that all old editions which have been replaced by revisions

should be dropped and a few publishers thought that there should be a modification of the plan of dropping from the list those books which have been listed for three years and which have not been adopted for use in five high schools. For the present it may be well to investigate to see how many titles there are of this last named class and to take up each individual case with the publisher concerned.

It is a great pleasure to work with men of the wonderfully high quality of the Pacific Coast representatives of the publishing houses.

Very cordially yours,
A. C. OLNEY,
Commissioner of Secondary Schools.

ELEMENTARY SCHOOL SURVEY

Three professors of the University of California have been named to serve on the research committee which will conduct a state-wide survey of the elementary school curriculum of this state and which is financed by the Commonwealth Fund of New York City.

Those from the University who are named and who will serve under the supervision of Dr. William C. Bagley, professor of education, Teachers' College, Columbia University,, and director of the project, are: Baldwin M. Woods, assistant dean of the University; W. W. Kemp, dean of the School of Education; A. O. Leuschner, professor of astronomy. Dr. George C. Kyte, associate professor of education, Washington University, St. Louis, and a graduate of the University of California, has been named to assist Dr. Bagley.

The sum of $18,000 has been granted to carry on the work of the committee and has been placed in the hands of Will C. Wood, State Superintendent of Public Instruction.

In granting the research fund, the general object of the Commonwealth Directors is to have the California elementary program of studies, as typical of the elementary curriculum in the United States, tested against the latest scholarship and the most up to date practices, in order to determine, if possible, wherein it contains material which should be eliminated or wherein it omits to include important new material which should be added.

The following communication was received by the Western Journal of Education the week following the superintendents' convention in San Francisco:

"If you could stretch a point and print in the Journal that inquiry is pronounced with accent on the second syllable—and no authority for other pronunciation—maybe somebody would change. One speaker at the convention pronounced it wrong four times in a short speech, but this was unusual."

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, OCTOBER 6-11, 1924

The State Board of Education met in regular quarterly session in Sacramento, California, October 6, 1924.

Mrs. Helene Hastings of Oakland, who was recently appointed to the board, was present. In accordance with law when membership of the board is changed, a reorganization took place. Mr. E. P. Clarke was re-elected president and Mr. Florence J. O'Brien of Chico was elected vice-president.

Letters were received from county and city superintendents protesting against the action of the board at the March meeting to suspend the printing of copybooks and to discontinue furnishing them to the schools for an indefinite period. After due consideration, the board rescinded its action of the March meeting and voted to continue to furnish copybooks to the schools. The contract with the Zaner-Bloser Company for their writing system was renewed for an additional period of four years.

A hearing of representatives of the State Council of Religious Education was held. The following persons appeared before the board: Rev. J. L. Corley, Methodist minister, Los Angeles; Rev. J. D. Springston, Baptist minister of Los Angeles; Rev. Luther B. Weigle, Episcopalian minister of San Francisco; Rev. F. M. Larkin, executive secretary of the State Federation of Protestant Churches, and J. O. Doolittle of Los Angeles, secretary of the Week-Day Church School Committee. They declared that the plan for excusing children from school for religious instruction had been successful in other places. Copies of the proposed bill they expected to introduce in the legislature for the week-day religious school plan were handed to the board. The board voted to make this matter the subject of consideration at the next regular meeting.

The executive secretary was authorized to employ two assistants for credential work, one for the Sacramento office and one for the Los Angeles office, the total compensation to be six thousand dollars for the two positions, which was to be effective January 1, 1925.

A committee, consisting of the president of the board, the chairman of the textbook committee and Mr. Storke, was named to make investigations and report on the matter of supplying textbooks to the elementary schools of California without paying royalties.

At Mr. Storke's suggestion, the board voted to authorize the inclusion in the Book of Maps of an outline map of the United States, showing the principal rivers, mountains and cities.

The board recommended the sum of $742,403.09 for the general budget of the State Board of Education, $108,920 of this amount to be included in the appropriation asked for and the balance to be covered by credential fees.

Mr. O'Brien, a member of the committee to interview the Attorney General in regard to the high school textbook law in the case of the Muzzey history, reported that the attorney had ruled that the agreement between the publisher and the board constituted a contract. Legislative enactment to change the law relative to the adoption of high school textbooks was recommended. Such change would eliminate any reference to listing for a definite period.

Mr. O'Brien offered a motion to drop the Muzzey history from the high school textbook list. The motion was seconded by Mr. Storke, but the motion was defeated.

Mr. A. C. Olney, the commissioner of secondary schools, was authorized to call the high school principals' convention at Santa Barbara on April 6, 1925.

In response to the request of the art conference held in San Francisco May 8-10, 1924, that art be constituted a major subject in high schools and receive credit, hour for hour, as do other major subjects, towards entrance to higher institutions of learning, Mr. Olney pointed out that art is a special subject.

The board requested the executive secretary, the three commissioners of education and the chairman of the legislative committee to consider some amendments to the law relative to consolidating the small rural schools.

Mrs. Grace C. Stanley, Commissioner of

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PUBLIC LIBRARY

Elementary Schools, was authorized to call the annual music conference at Pomona College some time in February.

The biennial reports of the commissioners of education, the supervisor of physical education and the board's report prepared by the president of the board were approved and the printing of the report was authorized.

The commissioner of secondary schools was authorized to compile and print the Directory of Secondary Schools.

A bulletin of general information on vocational education, prepared in the office of the commissioner of vocational education, was approved and ordered printed.

The board approved the plan of rehabilitation for three years as presented by the federal board.

Mr. Robert Gallagher of San Francisco appeared before the board and requested the State Board of Education to standardize the teaching of shorthand in the schools of the state by adopting one system of shorthand. He urged that his system of shorthand was the equal or superior with any other system and that the State Board of Education was bound under these conditions to prescribe his system exclusively for use in the schools of the state. After considerable discussion, the matter was postponed until the next meeting of the board.

The following resolutions were adopted:

Whereas, the Attorney General has rendered an opinion that all persons employed to administer schools shall hold a school administration certificate; be it therefore

Resolved, That principals of schools of five teachers or less, one of whom acts as principal, and substitute principals employed from day to day for a total of not more than forty days in any school year at a substitute principal's salary shall not be considered as administrators requiring the school administration credential, inasmuch as their major duty is teaching and not administration.

Resolved, That heads of departments in high schools who devote more than half time to teaching shall not be required to hold the school supervision credential.

Resolved, That the Commission of Credentials be authorized to give an examination once each year to candidates for the school administration credential who cannot meet all teaching requirements but who satisfy the commission of their general fitness for administrative work, and to successful candidates the school administrative work, and to issue to successful candidates the school administration credential limited to three years, with renewal subject to the completion of ten units of collegiate work in school administration courses.

Whereas, the Commission of Credentials has experienced considerable difficulty in evaluating private instruction in music; be it therefore

Resolved, That candidates applying for the special credential in music who do not present a diploma of graduation and transcript of record from a standard institution be required to pass a comprehensive examination in the field in which the credential is desired.

Mrs. Carrie Parsons Bryant was authorized to present a request to the State Board of Control for additional space for the Los Angeles office.

The Story of Chocolate*

[Continued]

By BARBARA REID ROBSON

UNCLE SAM is a lenient guardian, indeed, when it comes to America's "sweet tooth." He doesn't care how sweet it is. In fact, he encourages it. So much so that Government statistics between the years 1909 and 1921 show a decidedly healthy increase in the production and consumption of chocolate and cocoa products. The following figures taken from a Census of Manufacturers report, 1921, Department of Commerce bulletin, tell the story:

United States	1909	1921
Number of establishments preparing cocoa and chocolate products	27	55
Persons engaged in the industry	3,404	8,036
Value of products	$22,390,222	$81,649,432
Value added by manufacture	6,867,162	32,515,053

(Figures for 1921 do not include data for three establishments with products under $5,000 value).

The high fuel value and healthful qualities as well as the palate appeal of chocolate are the factors influencing its increased consumption. And as for digestibility, cocoa and chocolate require little, if any, apology. No less an authority than J. W. Knapp (in "Cocoa and Chocolate," 1920), says:

"Forster (a European investigator) shows that the nutrients in cocoa are easily assimilated. Forster found that the fatty and mineral constituents of cocoa are both completely digested, and the nitrogenous constituents are digested in the same proportion as in finest white bread and more completely than in bread of average quality. One very striking fact was revealed by his researches, namely, that the consumption of cocoa increases the digestive power for other foods which are taken at the same time, and that this increase is particularly evident with milk. Dr. R. O. Newmann (another investigator) who fed himself with cocoa preparations for over twelve weeks, while not agreeing with this conclusion, states: 'The consumption of cocoa from the point of view of health leaves nothing to be desired. The taking of large or small quantities of cocoa, either rich or poor in fat, with or without other food, gave rise to no digestive troubles during the 86 days which formed the duration of experiments.'"

Ghirardelli's Ground Chocolate is an ideal blend of cocoa, unsweetened chocolate and sugar. It contains a little less fat and a little more carbohydrate than cocoa. Hence its digestibility compares very favorably with that of cocoa.

★ *Note:* This is the fourth of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin is printed above. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.

Mail this coupon for the complete series on the Story of Chocolate

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RETIREMENT SALARY BUSINESS

Refunds of erroneous salary deductions were granted, amounting to $308.12.

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum

Johanna Alstrom—St. Helena.
Ida F. Anderson—Pasadena.
Elizabeth H. Bailey—Stockton.
Lottie Perkins Cemone—Alameda.
Julia Ann Doran—San Francisco.
Mrs. Mary F. Gannon—San Francisco.
Ella B. Geary—Berkeley.
Lena A. Jackson—Napa.
Harriet Ellen Maguire—San Francisco.
Isabel McFadden—Los Angeles.
Rellie Melquiond—Oakland.
Rachel Meyer—San Francisco.
Nellie Augusta Morse—San Francisco.
Waldron B. Philliber—Bieber.
Harriet E. Rademaker—San Francisco.
Mabel F. Sankey—San Francisco.
Leigh Richmond Smith—Berkeley.
Annie N. Unger—San Francisco.
M. Fronia Whitehead—San Pedro.
Walter Scott Wight—Los Angeles.
Mrs. Henrietta Adams—San Luis Obispo.
Agnes C. Ralph—Orange.
Clara H. Smith—Ojai.

Under Section 14 of the Law

Mrs. Louise M. Bishop—San Francisco.
Minnie Bunker—Oakland.
Mrs. Dora G. Ellis Hill—Fresno.
Willis Lynch—Stockton.
Ida Parneta McMillin—San Jose.
Mrs. Alice A. E. Ralston—San Gregorio.
Mrs. Mary A. Van Dyke—Berkeley.

The board adjourned to meet in Sacramento in regular quarterly session on January 12, 1925.

Respectfully submitted,
WILL C. WOOD,
Executive Secretary.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

LIBRARY NOTES

The fifth annual convention of the California Federation of Business and Professional Women's Clubs was held in Bakersfield on October 9th, 10th and 11th. Meetings were held in the American Legion headquarters, with Mrs. David A. Fraser presiding. A most interesting series of programs was presented day by day, and librarians and teachers were well represented among the membership. The convention closed on Saturday evening with a well attended banquet at the Elks' Building. The new president for the coming year is Miss Z. Clements of San Francisco.

Miss Helen E. Vogelson, who has been assistant librarian for several years in the Los Angeles County Free Library during the administration of Miss Celia Gleason as librarian, has been appointed as librarian of that library.

CALIFORNIA LIBRARY ASSOCIATION CIVIC CLUB, PACIFIC GROVE OCTOBER 11, 1924

The annual meeting of the Second District of the California Library Association was held at Pacific Grove on Saturday, the 11th of October. Miss Florence Wheaton, librarian of the San Benito County Free Library, is president of the district. Miss Silverthorn was unable to be present. The meeting was a great success, and the Serra Pilgrimage was a very impressive pageant. The program was as follows:

Music.

How Very Welcome Our Visitors Are—Mayor W. J. Gould, Pacific Grove.

New Children's Books—Wilhelmina Harper, children's librarian, Kern County Free Library.

The Individualized Extension Course, or a Hat for Every Head—H. O. Parkinson, librarian, Stockton Public Library.

Methods of Improving Reading Habits Thru the County Library System—Bessie B. Silverthorn, librarian, Stanislaus County Free Library.

The Serra Pilgrimage—E. Cooke Smith, Pacific Grove.

A LITTLE TALK ABOUT "ADULT EDUCATION"

The awakened interest in adult education appears to date from about 1918, that year when the world was beginning to realize the unutterable waste of young manhood and of human energy in the worst of all wars, and to take stock of its remaining resources. Here were vast numbers of mutiles to be trained in some new vocation which might be of comfort or profit to them in their eclipsed lives. Here also were vast numbers of other adults shaken out of their customary routine by war conditions and war work, eager to find a new place in the world's work. The illiteracy of the adult population was revealed by the draft. Something must be done about it.

In Great Britain, the Fisher Act was passed providing for "the establishment of a national system of public education, available for all persons capable of profiting thereby." It was especially provided by this act that "adequate provision shall be made in order to secure that children and young persons shall not be debarred from receiving the benefits of any form of education by which they are capable of profiting through inability to pay fees."

England has been particularly successful in her continuation schools, the work of which has largely been conducted in the evening. There were technical schools, art schools, and evening schools long before the great war. In London alone, 195,000 students were in attendance at these schools as far back as 1910. The new Education Act seemed to hold great promise. The humanitarian element felt that with the unlimited expenditure which had been made for the prosecution of war, liberal sums might logically be expended after the war for the education of the surviving population, and for the betterment of its living conditions. But a wave of "economy" struck England as it has struck some parts of our own land, and the sum proposed to be spent for these high purposes was easily curtailed, and education received a hard blow. It is always easier to effect economies upon those persons and those institutions which cannot strike back effectively. Those who are too young to understand what is happening to cripple their future development, those who are feeble either through poverty, or advancing years, or who are hampered by the lack of educational advantages in their youth, do not make a formidable array against the advance of powerful politicians armed with the cry of "economy". Nothing weak can stand before it. All such must either go into hiding or be cut down.

In England it is the custom to permit children of five years to attend school. In the interests of "economy" it was proposed to advance the entrance age to six, but this proposal met with such a storm of protest that instead it was decided to have the youngest children taught by uncertificated "motherly persons", thus getting around the requirement for properly certificated teachers and paying a smaller salary to the "motherly person". Shades of Mrs. Squeers! What an opportunity she missed by belonging to the nineteenth century instead of the twentieth. Even so in America have we known "bookish persons" to be appointed as librarians instead of employing the trained librarian. However, despite the curtailment of the original plans, much has been accomplished. Every child must remain in school until the end of the semester in which he reaches the age of fourteen. The evening schools are open to all who wish to avail themselves of the privileges they offer.

In France the situation may be summed up by quoting from the report of M. Ducos, a member of the Chamber of Deputies, who says: "Out of the two and one-half millions of adolescents between the ages of thirteen and sixteen, only 250,000 attend any schools, advanced, primary, technical or secondary. According to statistics of December, 1920, only 55,998 receive any continuation instruction. If it is held in mind that classes for adults, except those for the illiterate exist only on paper, that organizations for the spread of popular knowledge are dead, that only a few fine lectures are given, you will realize that among the 2,250,000 adolescents who are deprived of secondary instruction, there are only 56,000 pupils benefiting by a more serious development of the rudimentary education they receive between the ages of six and thirteen."

In the United States the proportion of children between the ages of fourteen and eighteen who attend school is not much larger than in France, being one out of five, so we have no cause for any feeling of complacency. On the contrary, we should be on the alert to find the corrective. William Allen White says: "There must be some way out; some way to continue the educational growth of American citizens. And there is a way. That way is the public library. It is America's 'continuation school.' It is the most democratic of American educational institutions. While it is useful and helpful it has still not reached its maximum of helpfulness or usefulness, and it cannot do so until the people themselves realize what it has to give them."

The American Library Association has made Adult Education its chief goal for this year. The library is primarily established to meet just this need. A well selected library has within itself the po-

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tential education of every man, woman and child within reach of its influence. These resources must not only be made known, but must be made readily available upon demand. How can this best be done? That librarian who is imbued with the spirit of service and a reasonable amount of tact will know how to go about this problem. The librarian, if such there be who, looks upon the visitor to the library as an interloper, an unwelcome interruption in the day's dealings with things, will be of no assistance. The librarian who does not know the way of approach to human beings will entirely miss this opportunity. The person in quest of information which will help him to map out a suitable course of study for himself is often shy and needs tactful drawing out. You may find him some day back among the stacks looking helplessly about, not willing to ask for the help he knows he needs. Here lies the librarian's opportunity for unobtrusive helpfulness. Not, oh, not for the sake of statistics, not for the sake of adding one more to the long list of reference questions put to the librarian, and made much of for the sake of publicity, but with the same protective attitude which the physician has for his patient, let the librarian take quiet, firm hold of this problem. Get the viewpoint of the individual. Do not try to direct him, simply guide him to that which he is seeking. If his purpose seems trivial, never mind, it is his purpose, and when he has traveled further he will not want something of greater importance.

Dr. Arthur E. Bostwick has expressed the idea well in saying that the library should not only be known as the place where material for the acquisition of knowledge is stored, but also as the place from which it is "discriminately given out". I have heard of librarians who greeted the reader with a stony face and a general direction that the book he wanted was "over there", but that type is rare today, and where it does exist will soon pass before the march of progress in librarianship. A few libraries have appointed readers' advisers. Another plan has been inaugurated by certain libraries where a card index is kept of all classes at the Y. M. C. A., Knights of Columbus, the evening schools, and correspondence courses, so that this information may be given to any inquirer.

We must also bear in mind the courses of reading recommended by the United States Bureau of Education through its rural extension service. These courses are at least suggestive of a definite purpose in reading. The machinery for adult education is ready. With a little oil properly applied, and a good pilot, it may be started off on a successful journey into the realms of universal education.

CONTRA COSTA COUNTY FREE LIBRARY REPORT

The eleventh annual report of the Contra Costa County Free Library has just been issued by the librarian, Mrs. Alice G. Whitbeck. The report is in pamphlet form and is a complete, attractive and interesting booklet upon library service in the county. Among other facts the report gives the following concerning Contra Costa County library service:

1. Increased interest in reading on the part of the children in upper elementary grades which resulted in the granting of 457 certificates.

2. Forty-eight out of fifty-one elementary schools belong to the County Free library system.

3. Three out of six high schools belong to the County Library.

4. There was a net increase in the books of the branch department of 5531 volumes; and 13,392 in the school department, making a total increase of 18,923 volumes.

5. There was a gain in the total circulation of 12,276 volumes.

6. The circulation from all branches was 165,352 volumes.

7. There are 11,544 borrowers registered.

According to this report, which was submitted to the Board of Supervisors, the County Library is shown to be increasing its service to the community and registering a normal and satisfactory growth.

(H. W.)

LOS ANGELES COUNTY LIBRARIAN APPOINTED

Miss Helen E. Vogelson has been recently appointed to the county libraryship of Los Angeles County. The Los Angeles Times of September 26, 1924, runs the following interesting news item:

Helen E. Vogelson

Miss Helen E. Vogelson, who has been appointed county librarian to fill the vacancy caused by the resignation last spring of Miss Celia Gleason, has been in the county's library service for seven years, having filled the positions of second and first assistant librarian.

Miss Vogelson was selected for head of the library by the County Civil Service Commission after a competitive examination in which a number of the most widely known librarians in the country were entered.

Miss Vogelson is a native of Ohio and a graduate of Mount Holyoke College. She obtained her library training in the New York State Library School at Albany, N. Y., and came to California in 1914, after having held several executive positions in the Carnegie Library at Pittsburgh. She is a member of the Friday Morning, Women's City and Woman's Athletic Clubs.

THE SOLANO COUNTY INSTITUTE

Superintendent Dan White of Solano County held an institute October 13, 14 and 15 that was notable in many respects. He had a list of speakers that read as if it were the program of the C. T. A. Harry Bruce Wilson of Berkeley, C. E. Rugh of the University of California, Lawrence E. Chenoweth of Bakersfield, Will C. Wood of Sacramento, Dr. Freeland of San Jose State Teachers College.

Dan White is entitled to a special school administration certificate with gilt letters. He has held fast in his long career as superintendent of schools to the good that was in the old, and accepted the good that is in the new, and his county may rightly be classed among the progressive educational units of the state.

SCHOOL FILMS

There has just arrived at our exchange a wonderful lot of films from the General Vision Company and United Cinema Company, New York, including:

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THE CALIFORNIA TEXT BOOK SITUATION

By Harr Wagner

The speeches of Superintendent Susan Dorsey of Los Angeles, Superintendent Fred M. Hunter of Oakland and Superintendent Gwinn of San Francisco at the Superintendents' Annual Convention in San Francisco placed a spot light on the text book situation that might give place to illusions. The speeches were fine. The perspective, however, was wrong.

Superintendent Dorsey commented on the fact that Los Angeles city had to spent twenty thousand dollars last year for geographies, and Superintendent Gwinn placed special emphasis on the money San Francisco had expended on books. The facts are that compared to thirty-four million bond issue for buildings and equipment voted in Los Angeles, and the twelve milions in San Francisco and the recent issue of bonds in Oakland, the money spent for school text books seem an unimportant unit from an economic standpoint in the school budget.

For every dollar spent in operating the school plant less than two cents is spent for state and supplementary books. From the viewpoint of our executive officers enforcing the laws governing text books there can be no disagreement. Mrs. Dorsey, Superintendent Hunter and Superintendent Gwin are right in asking that the state should furnish the school districts as the law provides. From a comparative point of view, however, school texts are not entitled to an important place in the discussion of an economic administration of the school plant. From the standpoint of efficiency, however, text books are only second in importance to the teacher. As Lenardo de Vinci said of the old masters, "They are but the cup from which we drink, while nature is the spring." So the text book is the cup from which the child drinks from the spring of knowledge.

In recent years the text book has been demoted. It has been almost replaced by the transient notebook, the "talky teacher," the garrulous professor, and the faddist with his fine qualities of salesmanship and propaganda, with twenty-five per cent idea and seventy-five per cent commercialism. The state publication of text books, and free distribution has not proven a success either from economic or quality view point. The distribution of free supplemental and free high school texts from schools to pupils has unfortunately not contributed to the ownership of books by pupils, and the creating of private libraries in the homes. Teaching the ownership of books is of equal importance with the teaching of thrift.

The moving picture and the automobile require the development of keen powers of observation and discrimination. The study of the written page, the silent reading, the love and ownership of books are necessary to standardize the child.

The people of Los Angeles, San Francisco and Oakland vote millions for buildings, and school officials are limited to eighty cents per child for books for a year. They ask for bread, the state gives them a stone. We should not be concerned whether the state, the school district or the pupil buys the books. The pupil, teacher and home should have books that will contribute to the information, amusement and culture of the child. Our school laws should be amended so as to give school officials the right to use a larger percentage of school money for books.

EYESTRAIN—Among School Children

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The Point Arena High School, under the principalship of F. I. Selzer, has reached the largest number enrolled in its history. A gymnasium is being erected at the school this year.

H. R. Bull, district superintendent of Healdsburg grammar schools, has added two additional buildings to his grammar school plant at a cost of $15,000. One of the buildings is a primary unit with a delightful kindergarten room. The other building is a gymnasium and assembly room capable of seating some 700 people.

Another project of interest is the cafeteria in which underfed children are given the correct ration.

A health center is functioning most admirably under the direction of Mrs. Alice Howard. A demonstration department is fitted up in the grammar school building and Mrs. Howard gives instruction in home nursing.

The domestic science department is equipped with individual electrical plates for each child.

The Santa Rosa city schools, under the direction of superintendent Jerome O. Cross, are just in the wind-up of a huge building campaign.

The completion of a $400,000 high school plant is imminent. This building of magnificent perspective lies on the highway to the north of town set in the foreground of a thirty-acre live oak-clad campus. To the north lies the Burbank Memorial Park.

The building, two-story in height, Tudor Gothic in style, built of pressed brick, has been constructed from the viewpoint of utility and good appearance.

This is a fine administrative unit, an excellent library room, large class and science rooms, a cafeteria, a little theatre, an outside amphitheatre admirably placed back of the connecting corridor of the main unit and auditorium, and an auditorium seating 1200.

The Fremont Grammar School has just been completed also at a cost of $125,000. Situated on a beautiful wooded ten-acre tract purchased at a cost of $47,500 through condemnation proceedings, this building makes a most pleasing appearance. It has seventeen rooms and a fine kindergarten room. A stage is built onto the back of the building and on warm days the children can sit under the cypress and live oaks.

Mr. Stevenson, president and general manager of the Silver Burdett & Company of Boston, visited California during the week of the convention of superintendents. Mr. Stevenson is always a welcome visitor to California. He is a noted after-dinner speaker, was a member of President Grover Cleveland's official family, and is a man of wide experience. He is noted for his ethical views on school book publishing. The Silver Burdett Company, through Fred T. Moore recently, secured the state adoption of the new gegoraphy reviewed in this issue of the Journal.

Educational Progress In Book Making

PATRIOTIC WRITINGS FOR AMERICAN STUDENTS—A course of study in American Ideals, compiled by MERTON E. HILL of Chaffey Union High School, California—435 pages. Adapted for ninth and tenth years in connection with course on Constitution. The book is dedicated to the American Legion. Price $1.50; Boards of Education in quantity, $1.20.

FORWARD LOOKING LESSONS IN HISTORY, by W. J. SAVAGE. Topical outlines for seventh and eighth grades. New edition includes President Coolidge. Price $1.50 list.

UNIVERSAL CLASS RECORD BOOK—1924 edition, by BRUCE BARTHOLOMEW. This is the best book on the market. Sixty-four page edition—thirty cents net. 128 page edition, fifty cents net.

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RURAL SUPERVISORS ASSOCIATION MEETING

The California Rural School Supervisors' Association held its meeting at the Hotel Fairmont in San Francisco the same week of the Superintendents' Convention. The meeting was very well attended—remarkably so when it is remembered that the rural supervisors pay all their own expenses. Last year Mrs. Ward of Shasta County, who is a very successful and enthusiastic supervisor, traveled more than eight hundred miles to Riverside to the meeting held there and came again this year to San Francisco. Mrs. Esther Kavanaugh came all the way from Imperial Valley to contribute a splendid talk upon supervision in her county and the work accomplished there. Her talk was both practical and inspiring.

Mr. E. E. Frasher of Fresno County presided most ably at all of the meetings. His continued good humor in handling open discussions was a delight to everyone. At the last meeting he called upon everyone present to introduce himself, telling what county he was from. Seven county superintendents, a member of the State Board of Education and our state deputy superintendentof schools were discovered "among those present". It can be seen that the supervisors' meetings are of interest, not only to themselves, but also to many who feel the value of rural supervision and who realize that it is definitely here to stay.

Mr. Melvin Neel of Los Angeles County has done a splendid piece of work in developing cooperation between himself, his trustees, and the county office in the choice of teachers. He has been influential in seeing that suitable living quarters are arranged. Having some direct influence in the selection of teachers gives Mr. Neel a chance to have a group of teachers in his district with whom he can do the very best kind of work. His talk at the meeting as to the practical working out of this side of his work was most interesting and helpful.

Miss Helen Hefferman read a very spirited and splendid paper upon supervision in Kings County and upon the general work of supervision, its aims and hopes for the future. It was suggested at the meeting that this paper be published. We were unable to secure it for this number, but will hope to have it for the next issue of the Journal.

Miss Esta Aulman, who is both supervisor and deputy superintendent of schools in Tulare County, gave a very fine, clear talk upon supervision in her county. Miss Aulman's heart is wholly in the work of supervision and she has a very clear-visioned approach to the subject, facing very squarely the dangers as well as the splendid results attainable. We give below the bare outline of her talk:

Supervision in Tulare County

I. Dangers of Supervision—
  1. Over supervision.
  2. Too lengthy visits.
  3. Lack of judgment on part of county superintendent in choice of supervisor.

II. Results of Supervision—
  1. More attractive school rooms and yards.
  2. More uniform work.
  3. More competition between schools.
  4. More co-operation between teachers, trustees and office of county superintendent.
  5. Higher type of work in class room.
  6. Better start for beginning classes.
  7. Less retardation of pupils.

III. Success of Supervision Depends Upon
  1. Personality of supervisor.
  2. Resourcefulness of supervisor.
  3. Experience of supervisor.
  4. Attitude of teacher.

IV. Conclusion—
  Legislatures may come and legislatures may go, but supervision must go on forever.

The program was extensive and helpful throughout and carried on with many questions and a good deal of discussion on several subjects. Will C. Wood and Mrs. Stanley spoke and Winifred Van Hagen, Professor Eby of the rural school department of the U. C. S. B., Superintendent Bessac of San Joaquin County, Miss Camp of Fresno County and Mr. Mason of Nevada County were on the program. Mr. Mason's talk gave some good suggestions in handling defective children in Reading.

Mrs. Edna Orr James, rural supervisor of San Joaquin County, was elected president of the association for the ensuing term. We feel sure that Mrs. James will manage the association splendidly and that all are looking forward to next year's meeting.

Caspar Hodgson, the founder and president of The World Book Company of Yonkers, New York, was a visitor in California during the past month. He spent some time at his ranch in Mariposa County, and at Stanford University. Dr. Jordan places him in the list of the highest ten graduates who are having successful careers. Mr. Hodgson, from teacher, book representative, to publisher, has achieved a national reputation for the quality of his books and the wide scope of his work.

The California schoolmasters held an interesting session on Friday, October 3rd, at Hotel Whitcomb, San Francisco. Walter H. Nichols of the Palo Alto High School, author of "Trust A Boy", was the presiding officer. Will C. Wood gave the "High Lights in the History of California Schools". Richard Faulkner gave a fine tribute to Dr. Frederic Burk, and Prof. C. E. Rugh spoke on the work of Dr. A. F. Lange. Dr. Hatch, Con Davis and Mr. Preston of Berkeley are in active management of the club.

FOURTH ANNUAL SESSION OF THE NORTH COAST SECTION, CALIFORNIA TEACHERS' ASSOCIATION AND THE HUMBOLDT, DEL NORTE AND MENDOCINO COUNTIES INSTITUTES.

The fourth annual session of the North Coast Section of the California Teachers' Association was held in conjunction with the Humboldt, Del Norte and Mendocino County Institutes at Ukiah, Mendocino County, September 22, 23, 24, 1924.

It was an unusually successful meeting with some 600 teachers in attendance. Roy Good, county superintendent of Mendocino County, and the citizens of Ukiah as hosts to the convention, did their utmost to make the meeting a success.

J. S. Cotton, president of the North Coast Section and principal of Fort Bragg High School; Edwin A. Moore, superintendent of Del Norte County; Robert A. Bugbee, superintendent of Humboldt County; Roy Good, superintendent of Mendocino County; Shirley A. Perry, head of commercial department, Ukiah High School, and Geo. C. Jansen, principal Eureka High School, provided a program both entertaining and instructive.

The eleven instructors and lecturers included Hon. Will Co. Wood, state superintendent of public instruction; Dr. Rudolph Lindquist, professor of education and psychology, University of California; Dr. R. W. Swetman, president Humboldt State Teachers' College; Hon. Stanley B. Wilson, lecturer in education, Los Angeles; Herbert R. Stoltz, M.D., state director of physical education; Mark Keppel, county superintendent of schools of Los Angeles County; Dr. Raymond Franzen, professor of psychology, University of California; Mrs. James S. Skee, state president, Congress of Mothers and Parent-Teacher Associations; Miss Dorothy Ledyard, director of nursing science, Pacific Division of the American Red Cross; L. B. Cain, director of music, Kingsbury schools; Mrs. Robert Bugbee, accompanist, Eureka.

Will C. Wood delivered two powerful and telling addresses. The subject of one was "Interpreting the American Spirit Through Literature"; that of the other was "What Is a School For?" Dr. R. W. Swetman addressed the convention on "Leadership" and "The Teacher and the Curriculum." Stanley B. Wilson gave two characteristic and well-received orations on "Treasures of California's Schools" and "The Teacher and the Wonderland of To-

REMEMBER THIS

Pyorrhea may be developing in your gums without betraying its presence. This disease is practically without pain until it reaches the acute stage. One of the symptoms is looseness of the teeth for no accountable cause. When pressed on the crown there is an exudation of pus around the tooth where it enters the gum. We have developed a special treatment for Pyorrhea that has resulted in a perfect cure in many cases. In fact it seldom fails. Better let us examine your gums today and make sure you are free from Pyorrhea. Remember—Pyorrhea means slow death. Watch your teeth. We will be pleased to tell you about it.

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morrow." Dr. Rudolph Lindquist discussed "Practical Use of Tests and Measurements" and "High School Tests and Measurements." Dr. Herbert Stolz talked on "A Specimen Program for Secondary Schools" and "Health Education." Dr. Raymond Franzen spoke on "Measurement and the Classroom Teacher."

George B. Albee, superintendent of Eureka schools, in his response to the speech of welcome gave one of his witty replies.

Mark Keppel, county superintendent of Los Angeles County schools and president of the California Teachers' Association, spoke on behalf of the association.

Chairmen of the various high school teachers' section meetings were: English section, Miss E. E. Hanson, Eureka High; history, Mrs. E. G. Clark, Mendocino High; mathematics, Bertha Fitzell, Eureka High; science, W. A. Chessall, Ukiah High; commercial, Mrs. R. D. Mason, Eureka High; physical education, Robt. E. Damon, Fortuna High; teachers of music in grammar and high schools, Esther M. Orth, Fort Bragg High; industrial arts, J. C. Doran, Eureka High.

The bookmen had on display one of the largest exhibits in recent years. The exhibit room was in the same building where the meetings were held and was well attended.

Miss M. L. Gekkeler of the Dennison Manufacturing Company had a very attractive and colorful display. The interest displayed in her exhibit by teachers was very great.

The Spencer Optical Company was represented by C. C. O'Laughlin, Bausch and Lamb by George Rohde, the Pictoral Lantern by Howard Hill.

The following bookmen were present with exhibits: Owen Publishing Company, Mrs. Alice R. James; Rand-McNally, C. W. Beers; American Book Company, Dr. C. C. Van Liew; Ginn & Company, J. O. Tuttle, E. F. Burrill; Houghton-Mifflin, Mr. Loomis; World Book Company, Mrs. R. S. Jones; Merrill Book Company, Thos. P. Horn; John C. Winston Company, W. C. Harper; Laidlaw Bros., R. E. Laidlaw, E. D. Durell; Silver-Burdette, E. R. Colvin; Macmillan, John H. Beers; D. Appleton, John F. Hargraves; Gregg Publishing Company, Miss E. S. Adams; Harr Wagner, Putnam & Blakiston, W. M. Culp.

THE ANNUAL CONVENTION OF COUNTY, CITY AND DISTRICT SUPERINTENDENTS AT FAIRMONT HOTEL, SAN FRANCISCO, CALIF.

Editorial Review by Harr Wagner

This convention was an event. The spacious halls, the panoramic views and the life, lights and hospitality of San Francisco gave the superintendents several distinct thrills and a few of them some awakening shocks. Estelle Carpenter was loaned to the convention by Superintendent Gwin. She led the singing each morning with patriotic fervor. Mayor James Rolph gave an address of welcome, and put in a lot of human interest in referring to the education of his son, James Rolph III. Fred Dohrman spoke in behalf of the Board of Education and gave an account of the plan of the new educational plant for San Francisco. Joseph Marr Gwin welcomed the superintendents in behalf of the educational forces of the city. He made the wittiest pun of the convention in his comparison of superintendents and a bundle of sticks in his happy reference to Will C. Wood. Superintendent Susan Dorsey in her response used such beautiful diction and subtle phrasing and apt quotations, such as Bret Harte's San Francisco, "Serene and Indifferent of Fate — Thou sittest at the Western Gate"—that it can justly be called a literary masterpiece.

Superintendent Will C. Wood in the opening address gave a remarkable summary of the state's educational needs and progress. With clear vision based on a statistical background, he gave an interesting survey of California's educational activities. Then followed a general program, in which all the superintendents took more or less part. The presiding officers were A. H. Mably, Monday afternoon; Tuesday morning, J. A. Cranston; Tuesday afternoon, R. P. Mitchell and W. T. Helms. Wednesday was visiting day. Thursday morning Ansel Williams; Thursday afternoon, Joseph Hancock and Ada York; Friday, W. E. Faught, and Friday afternoon, C. F. Schwerin. The special features discussed included "School Finance", "Teaching Corps", "Grading and Promotion", "Course of Study", "Junior High School", "Modernizing the County Superintendency", Character Training in the High Schools", "Health Supervision", "Americanization", "Budgets", "Tenure", Leadership", "Ethics", "Rural Supervision", "Placement Bureau", etc., etc.

NOTES

Superintendent A. W. Wheelock, chairman of the committee on resolutions, prepared and read as fine a series of appropriate resolutions as were ever presented to a state convention. Superintendent Wheelock is a master of clear statement and definite ideas.

Superintendent Roy Cloud in a few minutes took us over miles of a literary pilgrimage around Boston. This 1924 view point of our literary and historical shrines would make an institute talk. Superintendent Cloud puts personality, fact and patriotism in his talk.

Superintendent Harry Bruce Wilson made the most eloquent, the most impressive and most convincing speech of the convention on the subject of "Character Training".

Dr. W. C. Bagley of Columbia University and chairman of the committee on elementary school course of study, outlined his problem.

Superintendent Ada York as presiding officer on Thursday afternoon is entitled to a medal for graciousness, dignity and effectiveness.

A. N. Palmer, author of the Palmer System of Writing and a resident of California most of the time, has been touring Europe recently.

James Barr of the Sierra Educational News was appointed a committee of one to arrange a program in tribute to the life and work of Dr. Alexis F. Lange and Dr. Frederic Burk. Wm. John Cooper gave tribute to Dr. Lange and Superintendent J. B. Davidson to Dr. Burk.

Mark Keppel was emphatic in his reply to certain statements of Doctor R. S. French.

Lawrence Chenoweth of Kern County was on the program for "A Little Journey to Washington, D. C." Mr. Chenoweth has a fine sense of humor and a well trained eye for "seeing things" and always contributes something worth while on any subject he discusses.

Among the new men at the convention were C. R. Holbrook of San Bernardino, W. C. Conrad of Venice, G. A. Bond of Santa Paula, and L. S. Newton of Siskiyou.

Superintendent Fred M. Hunter was one of the outstanding figures of the convention and was especially effetcive in making "short and to the point" speeches.

Mark Keppel was the guest of honor of the Sequoia Club on Thursday evening of October 3 and he gave an address on "The History of California", which was greatly appreciated by the Sequoians.

President E. P. Clark of the State Board of Education took a great interest in the convention and spoke several times. His re-election to the presidency of the State Board was a distinct honor.

Mark Keppel as chairman of the legislative committee made a great permanent contribution on fundamental values in his report. It was as follows:

To the Convention of School Superintendents in session at the Fairmont Hotel, San Francisco, Calif., October 3, 1924:

Your committee on school legislation has held five meetings and has given eleven hours to the consideration of school legislation. We submit the following report and recommendations for your consideration. We recommend the enactment of laws covering the following matters:

1. A law to empower each school district to act as trustee of the moneys arising from school activities which in the judgment of the school board are necessary, but which are not carried on at public expense. The school board is to deposit such money in bank and to make a proper accounting of it, but not to deposit it in the county treasury.

2. A law should be passed classifying school districts.

3. A law should be passed specifically requiring a county high school levy in harmony with constitutional amendment Number Sixteen.

4. We thank the legislature for submitting constitutional amendment No. 5 to the vote of the people, and urge its adoption, because the amendment provides for the temporary loaning of surplus funds, thereby enabling districts and other municipalities to avoid the registration of warrants and the loss due to paying interest thereon.

5. We recommend the reintroduction and passage of Senate Bill 446 to enable school districts to construct school buildings by day's labor.

6. We recommend the passage of a law to apply the recall to members of school boards.

7. We recommend the passage of a law to define clearly what an unincumbered school balance is and to provide for the lawful disposal of such balances.

8. We recommend the reintroduction and passage of our former bills providing for cafeterias, teacherages and dormitories.

9. We favor a law which will clearly define and sanction the present practice of the state controller in apportioning the full state common school allowance of $700.00 per statutory teacher, and in apportioning the full high school allowance and $10.00 per pupil in average daily attendance from the state high school fund in the first half of the school year.

10. We favor an amendment of section 1701 to clarify the law in regard to administration and supervision certificates by providing that temporary principals may serve for not more than one semester in any school year without such certificate, provided they hold proper regular certificates; and to provide that principals of schools less than six teachers and supervisors who devote less than one half of their time to supervision need hold only the certificates required of teachers in the public schools.

11. We favor amending 1775 of the political code so that it will provide that county boards of education may grant special certificates upon credentials granted by the State Board of Education under 1519a instead of enumerating the list of certificates now named in said section.

12. We favor amending section 1610½ so that the holder of an elementary and junior high school certificate as well as the holder of a regular high school certificate may teach in the kind of schools named in section 1610½ second.

13. We favor a law making seventh and eighth grade junior high school pupils high school pupils in all respects.

14. We favor the utmost endeavor to maintain the tenure and retirement salary laws unimpaired.

15. We favor a law to authorize and require boards of supervisors to provide money from the county general fund for the support and maintenance of schools made necessary by the assembling of groups of children under the authority of the county probation officer or the judge of the juvenile court when such pupils are brought from districts other than the ones in which the children's homes are.

16. We favor amending the Eden bill removing the time limit therefrom.

17. We wish to try to revise the transportation law to take care of pupils who reside outside of areas where the costs of transportation are reasonable.

18. We recommend a new section 1609A to authorize superintendents and principals to administer oaths.

19. We recommend a law to make the limit of expenditures $500 instead of $200 without advertising.

20. We suggest that your committee be empowered and directed to approve and support desirable school measures which may be introduced by other parties or organizations and to condemn and oppose school measures which are considered undesirable by your committee.

Respectfully submitted: Mark Keppel, chairman; Ansel S. Williams, A. G. Elmore, J. M. Gwin, Fred M. Hunter, S. M. Chaney, George C. Bush, Susan M. Dorsey, William F. Hanlon, Wm. John Cooper, Frederick F. Martin.

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DETECTION OF EYESTRAIN IN THE CLASS ROOM

It is not the purpose of this article to enter into an exhaustive discussion of the etiology of eyestrain: First, because the subject is one which cannot be treated briefly; second, because it is not the function of the teacher to replace the trained oculist and optometrist.

Nevertheless, the fact remains that there are millions of school children in the United States who have eyestrain. According to recent statistics, more than 50 per cent of the 24,000,000 children enrolled in primary and secondary schools suffer, to a greater or lesser degree, from defective vision. Dr. C. D. Westcott, eminent physician and late instructor at the Rush Medical College, estimates that only one person in ten has perfect vision. The Life Extension Institute records show that 53 per cent of the men and women examined by the physicians of that organization show faulty vision. And a great proportion of defective vision begins to manifest itself during school years.

Before this time, demands upon the child's eyes are slight. But with the beginning of school work, with its necessity of close scrutiny of blackboards and printed pages, defects in vision, if any, become noticeable. Moreover, there is no place in which the child is under closer observation than in the class room. And certainly the teacher should take advantage of this situation to note any indications of eyestrain, and to report them to the child's parents. For in the majority of cases the defect at this time is slight, may be easily checked, and the corrective glasses may often be discarded in later years. On the other hand, if the defect is allowed to remain unattended, it may very easily develop into a more serious difficulty.

In advising the school teachers of America in this respect, the Eye Sight Conservation Council of America says: "Watch the way your pupils use their eyes! Do they tilt their heads? Do they hold the book too near the face? Do they let the book lie upon the desk and stoop over it? Do they twist the body around when reading? When they have to look up, either at you or at the blackboard, do they screw up their eyes and seem to squint? Do they get drowsy even when the room is well ventilated? Do they rub their eyes or their foreheads or wink or blink when they have to read aloud?"

While these symptoms are in nowise absolute, they are at least premonitory indications which should result in an immediate visit to an oculist or optometrist.

The State School Law reads as follows: . . . "Instruction must be given in . . . humane education." Every state superintendent since 1901 has added his personal recommendation to the law. Hon. Will C. Wood recommends that humane education be one of the topics on institute programs. It was one of the topics on the program of the recent annual convention of county, city and district superintendents. At this convention Alice Park was in charge of the distribution of humane education literature. According to Miss Park a San Diego teachers institute in 1894 was the first to initiate humane education at educational gatherings.

BOOK REVIEWS

TEACHING: A BUSINESS, by Marion Greenleaf Kirkpatrick: This volume consists of a series of talks delivered by the author before various teacher-gatherings. The talks are inspiring, helpful and practical. The reader cannot help but catch the spirit which actuates the work and close the book with a brighter outlook and keener understanding of his duties in his profession. Specific instances are quoted and one may draw his own conclusion—which inevitably points to the upward path. (Little, Brown & Company.)

THE MATERIALS OF READING, by Willis L. Uhl; This book is intended for teachers of reading and literature. Its purpose is to facilitate selection and organization of material in classes "by presenting an interpretation of the experiences of thousands of teachers and the conclusions of many investigators." Although it is concerned primarily with the content of courses it contains chapters upon laboratory investigations, classroom teaching, testing, and diagnostic and remedial work. Tables and charts of analysis of material which appears in many readers, methods of testing, and a discussion of the same, are interesting. Though this book is presumably for teachers, librarians will find some excellent material which will aid them in their work with the reading public. The treatment of reading in this volume is satisfying to those who are looking for details and scientific treatment of their subject. (Silver, Burdett & Company.)

THE NORMAL MIND, An Introduction to Mental Hygiene and The Hygiene of School Instruction, by William H. Burnham: In this volume the mental health of normal children is the theme and the book is largely concerned with "the psychology underlying the most progressive methods of modern education that put emphasis on doing—the Montessori method, the project method, the Dalton method". The book may be used as a text, as it treats matters fundamentally though simply. Problems and questions and a bibliography are at the conclusion of each chapter. The book is an aid to self-understanding and self-mastery. (D. Appleton & Company. Price $3.50.)

FRENCH COMPOSITION AND GRAMMAR DRILL, by William E. Knickerbocker: This is a drill and review book for those who have completed the study of French grammar. Each lesson consi ts of a connected text for translation into French, exercises and a group of English sentences entitled "Drill" to be translated. There is frequent provision for composition and conversation. The study of rules and the vocabulary is intended to replace the French text given in many composition books. (D. Appleton & Company.)

THE CHILDHOOD OF GREECE, by L. Lamprey: This story of the very early days in Greece—before the time of the development of Greek civilization—is full of dramatic interest. It is well adapted for a supplementary reader in the upper elementary grades. Simple pen and ink sketches add to the attractiveness of the book and interpret the atmosphere of those early days. (Little, Brown & Company.)

APPLIED BUSINESS ENGLISH, by Hubert A. Hager, and **APPLIED BUSINESS CORRESPONDENCE,** by Rupert P. SoRelle: Practical and stimulating, these lessons in business English and correspondence eliminate much of the dead wood which so often finds a place in volumes treating the same subjects. Teachers and students will find use for this book while a business person may, too, find some information which will help in the daily round of work. (Gregg Publishing Company.)

ABNORMAL PSYCHOLOGY AND EDUCATION, by Frank Watts: The problems of abnormal psychology and their application to the training of children are dealt with in this book. The four parts of the book consist of the scope of abnormal psychology; the psychology of the crowd; psychology of the individual; psychology of the defective mind and its influence upon teaching methods. (D. Appleton & Company. Price $2.00.)

THE GRIZZLY BEAR, A Monthly Magazine for All California, published in Los Angeles, California, gives the following reviews in the current issue of "FORWARD LOOKING LESSONS IN UNITED STATES HISTORY, by W. J. Savage, and LESSONS IN CALIFORNIA HISTORY, by Harr Wagner and Mark Keppel. These books, published by the HARR WAGNER PUBLISHING COMPANY, have just come off the press in revised editions:

"Forward Looking Lessons in United States History," by W. J. Savage; Harr Wagner Publishing Company, San Francisco.

"Forward Looking Lessons in U. S. History" contains all that the name implies. It is a great stride ahead,—away from the tedious, stereotyped sameness of the usual run of school books.

Naturally, the data is identical with that found in other history-books. Lesson I tells of the earliest discoveries; Lesson II of the earliest settlements, etc., but there the resemblance ceases. Instead of the hodge-podge of long-involved sentences found in the former, a few words tell the important facts in the matter. A simple, narrative style adds interest and zest to the history. The book is divided into thirty-seven lessons, each containing enough material for a week's work. This gives opportunity for frequent reviews of the outstanding subjects covered in the lesson, time for discussions and for outside reading.

Savage, as superintendent of the Colma and Daly City schools of California, was well fitted for his task; he is affiliated with El Carmelo Parlor No. 256, N. S. G. W. (Daly City). The only criticism to offer is this: why did not the author prepare this work in time for the use of those of us whose grammar-school days are now over?

Lesssons in California History, by Harr Wagner and Mark Keppel; Harr Wagner Publishing Company, San Francisco.

It fell to the lot of a gallant Spanish captain to write the first pages of California history. In the year 1513 that history had its beginning; Balboa discovered the Pacific Ocean. From that memorable date to this, the story of California has fascinated all with its stirring conquests, its colorful romances and its triumphant achievements.

Of the thirty-two chapters in this book there is not one page that is dull or boring. Written in a straightforward, narrative style, the history is comprehensible to a school girl, yet has none of a textbook's tedious diction. To grownups it carries an especial appeal, that of presenting the history of California simply and completely.

The bold Spanish conquest, the peaceful missions, the hazardous pioneer settlements, the thrilling discovery of gold—but it is not fair to tell all. Read it for yourself. One of the authors, Mark Keppel, superintendent of Los Angeles County schools, is affiliated with Ramona Parlor No. 109, N. S. G. W. (Los Angeles).

EARLY STEPS IN SCIENCE, by Hanor A. Webb and John J. Didcoot: The things around us are brought home to the child mind by this elementary science. Starting with the home, its building materials and why such materials are used in a community, progressing through other needs such as clothes, and continuing through the community to how we travel, and moving on to facts regarding the world in which we live, completing itself with the climax of Man as a species, this book should not interfere with a later and more mature science course, but should rather increase interest in science as a study in later years. Questions, projects, experiments, charts and topics for investigations make the material thoroughly practical and suggestive. Illustrations and diagrams appear on many of the six hundred and fifty pages of subject matter. Junior high school pupils should find this book a fascinating and enlightening study. (D. Appleton & Company.)

GEOGRAPHY, Journeys in Distant Lands, by Harlan H. Barrows and Edith Putnam Parker: The modern trend in education to make the road to learning pleasant and interesting, to hold interest and to furnish motivation, reaches a climax in this geography which is the first of a series which aims to deal with the relationships between man and his natural environment. The geography commends itself immediately by reason of its neat and attractive arrangements; its numerous illustrations, which are grouped according to the latest findings in educational experiments; its large pages and good-sized type. Symbols on the first maps are few. They are introduced gradually as needed. Simple maps of each region treated in this first book are superimposed on the globe to give right ideas of relative size and location. Picture study is linked with subject matter and it is necessary for the beginning student to find an answer to his many questions by studying or traveling, with the illustrations. The content reads as a story, but it commands attention on account of its charm and style and its wealth of material, which has not been presented in just this way before. The stories are of foreign children, their homes, environment, work and play, and geography is introduced incidentally but effectively. Each lesson closes with suggested games, activities and devices. This book was selected by the State Board of Education of California as a text in geography. (Silver, Burdett & Company.)

STANFORD ACHIEVEMENT TESTS, by Truman L. Kelley, Giles M. Ruch and Lewis M. Terman: Two new tests, Arithmetic Examination and Reading Examination, have just been published in response to a demand by the users of the "combined" Standard Achievement tests. The Arithmetic Examination test consists of the arithmetic tests, 4 and 5 of the Advanced Examination. The Reading Examination consists of the reading tests, 1, 2 and 3 of the Advanced Examination. Manual of Directions for the combined tests is priced at 30 cents; Arithmetic Examination in two forms is priced at $1.30 net per package of 25, including Key and Class Record. Reading Examination in two forms is priced at $1.40 net per package of 25, including Key and Class Record. (World Book Company.)

Appreciating the continued rapid growth and importance of visual education, especially the use of projection apparatus, motion picture films, lantern slides and stereographs, a group of professional and business men recently incorporated the Visual Education Bureau with headquarters at 177 Golden Gate avenue. The Bureau has a very fine library of educational and Bible story films, acting as distributors for the United Cinema Company and Bureau Vision Company, New York City. The latter have control of the famous text films on geography, history, science, civics, etc. The Bureau also acts as Northern California distributors for the Standard Motion Picture Service, Los Angeles, who are supplying practically all the films to the Los Angeles city schools.

New lists are being prepared from time to time and sent out to subscribers. The Bureau also handles lantern slides and complete apparatus for daylight projection of films.

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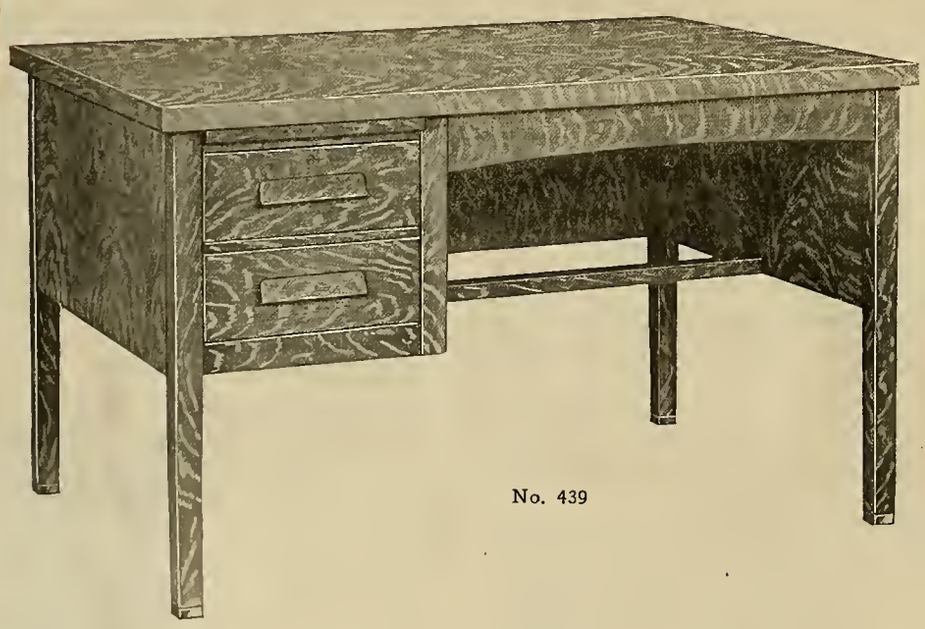

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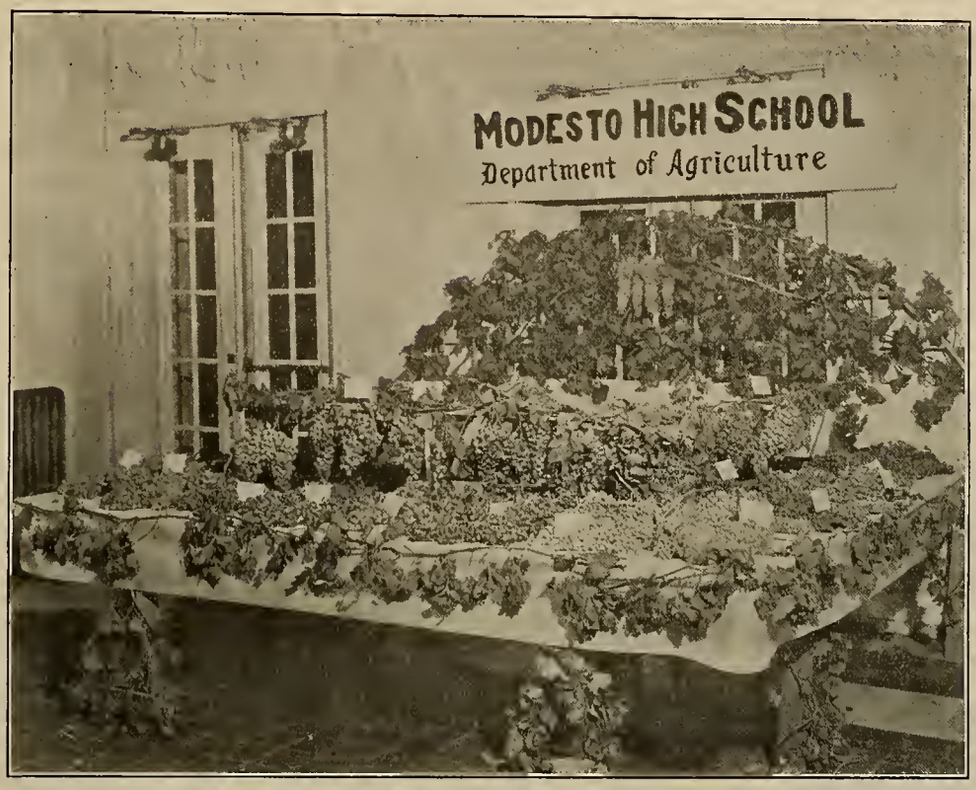
CHRISTMAS NUMBER

THE WESTERN JOURNAL of EDUCATION

NOVEMBER, 1924



This is the second annual grape exhibit held by the pupils of the Modesto High School. It shows the main varieties of grapes grown in that locality. The exhibit was first displayed in the lobby of the High School, where it was inspected by more than one thousand students. The exhibit was also shown at the Stanislaus automobile show, where it created much favorable comment. The grape exhibit is one of the many activities of the department where the students come into direct contact with community life; pruning, grafting, milk testing and kindred projects are among the most prominent of the groups. The Agriculture Department of the Modesto High School has been in existence for six years and is, at present, under the leadership of Mr. T. M. Alcorn, assisted by Mr. H. F. Chappell. The department has been showing a steady growth and ever increasing activity. There are, at present, sixty students enrolled. W. E. Faught is superintendent of the Modesto schools.

Features in this Number

A Christmas play by Irmagarde Richards; Teaching by Radio by Grace C. Stanley; Institute Reports by Morris Wagner; Meeting of the California Library Association by Julia G. Babcock; Social Product and School Responsibility by Herbert F. Clark; Creative Education Department with special articles by Roxana Adams and Annie Marie Clarke Ostrander; regular departments and Western School News.

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A Patriotic Creed

By EDGAR A. GUEST

To serve my country day by day
At any humble post I may;
To honor and respect her flag,
To live the traits of which I brag;
To be American in deed
As well as in my printed creed.

To stand for truth and honest toil,
To till my little patch of soil,
And keep in mind the debt I owe
To them who died that I might know
My country prosperous and free,
And passed this heritage to me.

I must always in trouble's hour
Be guided by the men in power;
For God and country I must live,
My best for God and country give;
No act of mine that men may scan
Must shame the name American.

To do my best, and play my part,
American in mind and heart;
To serve the flag and bravely stand
To guard the glory of my land;
To be American in deed,—
God grant me strength to keep this creed!

—From *Story Hour Readings*, Seventh Year.

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VOL. XXX SAN FRANCISCO, NOVEMBER, 1924 Price 15 Cents

The Western Journal of Education

HARR WAGNER, Managing Editor.
RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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CHRISTMAS

Once in Royal David's city
Stood a lowly cattle shed,
Where a mother laid her baby
In a manger for His bed.
Mary was that mother mild,
Jesus Christ that little child.

He came down to earth from Heaven,
Who is God and Lord of all.
And His shelter was a stable,
And his cradle was a stall.
With the poor and mean and lowly,
Lived on earth our Saviour Holy.

And our eyes at last shall see Him
Through His own redeeming love,
For that child so dear and gentle,
Is our Lord in Heaven above;
And He leads His children on
To the place where He is gone.

Not in that poor, lowly stable,
With the oxen standing by;
We shall see Him; but in Heaven,
Set at God's right hand on high,
When like stars, His children crowned
All in white, shall wait around.—Anon.

THE STAR THAT LED

I lay last night in the bright moonlight,
Looking out at the open sky
And the broad hillside where the great trees stride
Like tall men marching by.

And I thought of the time in that other clime,
Those long, long years ago,
When a beckoning star brought from afar
The Wise men, pacing slow.

Across the sands of those eastern lands
The camels pacing came;
And their riders wise with their eager eyes
Followed the great star's flame.

Its gleaming led to that lowly bed
In the town of Bethlehem,
And the wise men felt as they humbly knelt
God's presence over them.

That was long ago, but the stars still know
The eve which bears His name,
And on that night they shine more bright,
As the eve on which He came.
—Harry Noyes Pratt.

CHRISTMAS IN THE HEART

"It is Christmas in the Mansion,
Yule-log fires and silken frocks;
It is Christmas in the Cottage,
Mothers filling little socks.

"It is Christmas on the Highway,
In the thronging, busy mart;
But the dearest, truest Christmas
Is the Christmas in the Heart."—Anon.

IT CAME UPON THE MID-NIGHT CLEAR *

A Holy Night Play

By IRMAGARDE RICHARDS

Copyright Applied For

CHARACTERS:

David, a shepherd boy, son of the inn keeper at Bethlehem.
Benjamin, his little brother.
Nathaniel, a playmate.
John, a brother of Nathaniel.
First child.
Second child.
Third child.
Fourth child.
First shepherd.
Second shepherd.
Third shepherd.
First wise man.
Second wise man.
Third wise man.
Miriam, sister of David.
Abigail, mother of David.
Dorcas, mother of Nathaniel.
Anna, sister of Nathaniel.

IT CAME UPON THE MIDNIGHT CLEAR

A Holy Night Play

To be given by a group of children of different ages. Speaking parts for eighteen children. Other children to be on the stage, and to sing. To be given in the school hall, before the Christmas tree festivities.

The hall is decorated with Christmas greens, the tree in the rear, unlighted. The stage curtained.

When the audience is ready, someone will play, on the piano or organ, the "Pastoral Symphony" from Handel's "Messiah."

Then the curtain opens. The stage shows a part of the courtyard of the inn at Bethlehem. The rear is a stone wall, the side of the inn, with a door, that will open and close, in the center. On the left is the entrance from the street of the town. On the right, set obliquely from the wall of the inn, is the front of the stable, a rude wall of boards, no window, a door standing ajar, straw scattered on the ground inside and some straw spreading out from the door in front of it. There is no light on the stage except footlights, but a bright glow shines out from the door of the stable.

The CHILDREN, off the stage, sing softly but clearly,

Oh little town of Bethlehem,
How still we see thee lie,
Above thy deep and dreamless sleep
The silent stars go by.
Yet in thy dark streets shineth
The everlasting light,—
The hopes and fears of all the years
Are met in thee tonight!

For Christ is born of Mary,
And gathered all above,
While mortals sleep, the angels keep
Their watch of wondering love.
O morning stars, together
Proclaim the holy birth!
And praises sing to God our King,
And peace to men on earth.

How silently, how silently,
The wondrous Gift is given!
So God imparts to human hearts
The blessings of His heaven.
No ear may hear His coming,
But in the world of sin,
Where meek souls will receive Him still,
The dear Christ enters in.

O holy Child of Bethlehem!
Descend to us, we pray;
Cast out our sin, and enter in.
Be born in us today.
We hear the Christmas angels,
The great glad tidings tell:
O come to us, abide with us,
Our Lord Emmanuel!

As the children's voices cease, DAVID enters. He is a little shepherd boy, dressed in a short rough tunic, bare legs, sandals, with a sheep skin or goat skin, over his shoulder. He carries a shepherd's pipe. He is the son of the inn keeper.

DAVID, calling softly, Miriam, Miriam! *He puts his pipe to his mouth and blows softly the call of the sheep. No one answers.* They are all asleep. But Miriam should hear, she would not forget my call. *He blows again on his little pipe. Then he looks up at the wall of the inn, then at the stable, and notices with surprise the light shining through the door.* There is a light in the stable, and someone is moving about. Can it be that my father has housed travelers with the cow and the ass? Our inn must be crowded tonight. But why is my sister so long in coming? Miriam! *He blows again on his shepherd's pipe.*

MIRIAM enters from the door of the inn. She is a little girl, near the age of David, but younger, the daughter of the inn keeper. She looks about the court for a moment as if dazed from sleep, and then she runs to David and catches his hand. David! Is it really you? I thought I was dreaming the flocks had come home for the summer shearing and that the shepherds were calling them here in the court.

DAVID. No, little sister, it is truly David, your brother, and the summer time is still far away, in the south.

MIRIAM. But why are you here? Where are the sheep? Why did you come, alone, in the dark?

DAVID, laughing. What a tumble of questions! First tell *me*, little sister, why a light is burning through the night in our stable. Have you put travelers to rest even in the stable?

BENJAMIN runs in from the door of the inn. He is a very little boy, brother to David and

*This play is being published in pamphlet form and is for sale by this magazine.

Miriam. He runs to David, who catches him in his arms. Oh David! I knew it was you! I heard Miriam slip out of the inn, and I heard you call! I knew it was you!

DAVID. Hush, little brother! You will wake everyone in the inn!.

BENJAMIN. But why did you come?

DAVID. Hush, Benjamin! I have a wonderful tale to tell you both, but first let me hear from Miriam what has happened here at the inn.

Benjamin slips away by the street entrance, and is heard calling softly off the stage, Anna! Nathaniel! David has come! David is home from the hills!

MIRIAM. Have you not heard that this is the day the great emperor in Rome has set for the numbering of the tribes of Israel?

DAVID. What do we shepherds in the mountains know of the doings of Caesar?

MIRIAM. Because of this decree every man of the house and lineage of King David has returned tonight to Bethlehem, the city of David, to be enrolled according to his tribe. Long before the sun had set our inn was filled, and men slept in the courtyards even. But one man came in the dusk, leading an ass, and on the ass his wife, so fair and beautiful, so weary, yet with such shining joy in her face, it seemed to me like the faces of those great angels that came to the tent of our father Abraham, in the plains of Mamre. There was no room for her in the inn, but my father spread fresh straw in the stall of the stable, and tonight they rest among the beasts.

While Miriam is speaking these words to David, Benjamin returns, and with him Anna and Nathaniel, followed silently, and at intervals, by many other children, coming one or two at a time. They gather around Miriam and David, listening to her words, and pointing with surprise to the light in the stable.

DAVID listens intently to Miriam, and when she ends, speaks in a voice of dreaming wonder,—A face like an angel! Here also at home! Ah Miriam, what if even a greater guest had come to us tonight than those angels in Father Abraham's tent?

MIRIAM. What do you mean, David?

DAVID, speaking in a different tone, with surprise and pleasure,—But look, here are all our mates, whom I have not seen since we took the sheep away last autumn! *greets them with delight.* Nathaniel, Anna, John,—how does it come you are here in the night?

NATHANIEL. Benjamin called us, and we called the others as we came. But why are *you* here?

JOHN. Yes, tell us! Where are the sheep?

ANNA. Did the other shepherds come? Is my brother here too?

DAVID, again with the look and tone of wonder,—The sheep are still on the mountain. The shepherds are coming. We hasten to the city of our father David to seek the Savior, Christ our Lord!

FIRST CHILD. Here in Bethlehem?

SECOND CHILD. Tonight?

THIRD CHILD. The Messiah, David?

FOURTH CHILD. What does he mean?

DAVID. Listen. Tonight as we watched our flocks on the hills, a great glory came in the midnight sky, as of the presence of the Lord. We were sore afraid, but out of the glory a voice came, saying, "Fear not, for behold I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David a Savior, which is Christ the Lord. And this shall be a sign unto you, ye shall find the babe wrapped in swaddling clothes, lying in a manger." And suddenly there was with the angel a multitude of the heavenly host, praising God, and saying "Glory to God in the highest, and on earth, peace, good will to men." Then the angels went away from us into heaven, and the glory faded, and in the east one great star burned, that none had seen before. The shepherds roused the sleeping flocks, and began to drive them back to the folds where they may safely leave them. Then they will come to Bethlehem to seek the Holy Child. But I ran on before them, to find my sister, and to tell this wondrous thing that had befallen us.

As David begins the speech above, Abigail, his mother, appears, and stands silently in the door of the inn. Dorcas, the mother of Anna and Nathaniel, appears in the entrance from the street, and she too stands silently during David's speech. The children do not notice the two mothers, all listening intently to David's tale. When he ends, the children stand in wondering silence, or comment in awed whispers to one another. David and Miriam, speaking softly together, hand in hand, draw reverently nearer to the open door of the stable. Abigail and Dorcas now perceive each other, and approach, center rear.

ABIGAIL. Did you hear this tale my son has told? What think you, Dorcas?

DORCAS. I know not. Oh that it might be true, that He has come at last, Israel's Savior and King!

ANNA, perceiving Dorcas,—Oh Mother, did you hear what David told? Is this the Messiah that you have taught us would come to rule over Israel?

DORCAS. We pray that it may be, little daughter.

FIRST CHILD. Is it the Child that we learned about in the roll of the prophet,—"For unto us a Child is born, unto us a Son is given, and the government shall be upon his shoulders, and His name shall be called Wonderful, Counsellor, the Mighty God, the Everlasting Father, the Prince of Peace?"

ABIGAIL, to Dorcas, What child in David's city has not learned at his mother's knee the precious hopes of Israel?

SECOND CHILD. And I remember too, he is to come in Bethlehem,—"But thou, Bethlehem the fruitful, though thou be little among the thousands of Judah, yet out of thee shall He come forth unto me that is to be ruler in Israel."

THIRD CHILD. But he will be a shepherd, too. "He shall feed his flock like a shepherd, He shall gather the lambs with His arm, and carry them in His bosom."

FOURTH CHILD. "And there shall come a Star out of Judah, and a Scepter shall arise out of Israel."

At these words, a star is seen, shining over the door of the stable. The children point to it, with whispers of awe and wonder. The three shepherds enter, coming in haste. They are a little older than David, but are dressed as he is. One carries in his hands a jar of milk, one a round cheese, wrapped in fresh green leaves, one a little white lamb.

FIRST SHEPHERD. See, the star is shining over the stable of the inn.

SECOND SHEPHERD. Do you think we shall find the Holy One here in this stable?

THIRD SHEPHERD. Did not the angels say they had laid him in a manger? Come, let us enter, and worship him, and offer him our gifts.

The three shepherds pass in through the door of the stable. The children and the mothers in the courtyard sing,

Hark! the herald angels sing,
"Glory to the new born King;
Peace on earth, and mercy mild,
God and sinners reconcil'd!"
Joyful, all ye nations, rise,
Join the triumph of the skies;
With the angelic host proclaim,
Christ the Lord is born today.
Hark! the herald angels sing*
Glory to the new-born King.

*Sing refrain at close of each verse.

Christ, by highest heaven adored,
Christ, the everlasting Lord;
Late in time behold Him come,
Offspring of a virgin's womb!
Veiled in flesh, the Godhead see,
Hail the incarnate Deity!
Pleased as Man with men to dwell
Jesus, our Emmanuel.

Hail, the heavenly Prince of Peace,
Hail, the Sun of Righteousness!
Light and life to all He brings,
Ris'n with healing in His wings.
Mild He lays His glory by,
Born that man no more may die;
Born to raise the sons of earth;
Born to give them second birth.

As the song ends, the three shepherds come out through the door of the stable, and stand in the background, among the children. At the same moment the three wise men enter from the street. One is aged and venerable, with white beard, long flowing robes. One a man in middle life, in rich garments, a tunic and mantle. One is young, dressed as a soldier, in shining armor. Each wears a crown, to indicate his royal rank. One bears a golden casket, filled with jewels. One bears a swinging censer of gold, set with jewels, and filled with burning incense. One bears a vase of fragrant myrrh.

FIRST WISE MAN. Where is he that is born King of the Jews? For we have seen his star in the east, and have come to worship him.

ANNA, bowing reverently before the old king,—We, know not, Master, but behold the star, that shines above the stable here!

SECOND WISE MAN. The Star! We have followed it far from distant lands, over the desert and the sea. Has it come to rest at last, here, in the courtyard of an inn?

THIRD WISE MAN. It moves before us no longer. Can it be that the great King, the Holy One of whom we read in our ancient scrolls, can lie beneath this stable roof?

BENJAMIN, stepping up impetuously before the kings,—The shepherds know, the angels told them!

FIRST SHEPHERD. What seek ye, sirs, a *King*, within this stable here?

FIRST WISE MAN. We know not whom we seek, we but followed the Star.

SECOND SHEPHERD. We have seen him. He is a little child. The angels told us he was Messiah, the Savior of *Israel.* But ye are not Israelites?

FIRST WISE MAN. From far beyond the mighty mountains, across the sea and desert, I have come,—from India.

SECOND WISE MAN. And I have followed the Star across the burning sands of Africa.

THIRD WISE MAN. Up out of the land of Egypt I have come, to seek light for my people that walk in darkness. Say ye that He whom the angels sang is to be the Savior only of the tribes of Israel?

THIRD SHEPHERD. Nay sirs, I remember that the angel said, "I bring you tidings of great joy that shall be to *all* people."

FIRST WISE MAN. Said the angel so! Then the people that walk in darkness have seen a great light, and they that dwell in the land of the shadow of death, upon them hath the light shined. Come, let us enter and adore him.

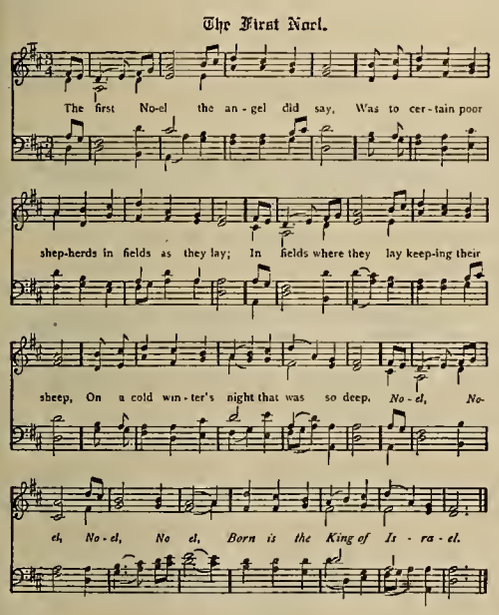
The three wise men pass through the door of the stable slowly. The censer-bearer swinging his incense. All the lights in the hall are extinguished until there is no light at all except the star shining over the door, and the glow that comes out from the stable. All the children and the mothers and the shepherds on the stage kneel, and sing softly,

Silent night! Holy night!
All is calm, all is bright,
'Round yon virgin mother and Child,
Holy Infant, so tender and mild,
Sleep in heavenly peace,
Sleep in heavenly peace!

Silent night! Holy night!
Shepherds quake at the sight!
Glories stream from heaven afar,
Heav'nly hosts sing Hellelujah,
Christ the Savior, is born,
Christ the Savior, is born.

Silent night! Holy night!
Son of God, love's pure light!
Radiant beams from Thy holy face,
With the dawn of redeeming grace,
Jesus, Lord, at Thy birth,
Jesus, Lord, at Thy birth.

When the song is finished, the curtain closes. After an interval, the lights are turned on in the hall, and someone plays the carol "Noel". To this tune, and singing it, the children, still in their costumes, come out into the hall, and march to the Christmas tree in the rear, which is now lighted up, and dance around it, still to the song of the carol.



They looked up and saw a star
Shining in the East, beyond them far,
And to the earth it gave great light,
And so it continued both day and night.

This star drew nigh to the northwest,
O'er Bethlehem it took its rest,
And there it did both stop and stay
High over the place where Jesus lay.

Then entered in those wise men three,
Fell reverently upon their knee,
And offered there in His presence,
Their gold, and myrrh, and frankincense.

Then let us all with one accord
Sing praises to our heavenly Lord,
That hath made heaven and earth of nought,
And with His blood mankind hath bought.

SOME PRACTICAL SUGGESTIONS

This play was written for the children of a small country school ungraded. Most of the children were of foreign birth, and very little was available in the way of funds for expenses.

The curtain of the stage was made of pieces of burlap, sewed together by the older girls and some of the members. The stage scenery consisted of one piece of old canvas stretched across the back of the platform, and another piece stretched at an oblique angle to the back piece. These were mounted on rough frames and fastened in place by the father of one of the children. He also made the two door frames. The back canvas was painted a rough grey, and on this the courses of a stone wall were outlined with blue crayon. The side canvas was painted brown, and to represent boards was lined roughly with darker brown crayon. This piece can be slit here and there along the lines of the boards, to let the light shine through, as if through cracks in the boards. The street entrance was indicated by another piece of canvas hung parallel with the back of the stage, about four feet in front of it, and extending beyond the curtain about four feet. This piece can be painted to represent a stone wall, like the one at the back, as if the entrance came in between two walls. A piece of burlap must be hung along the top of the stage, just behind the draw curtain; it must be hung low enough to cut off from the eyes of the audience the top of the canvas scenery. The star can be constructed very simply. Cut a star shaped piece out of the canvas representing the stable wall, a little above the door. Where the canvas has been cut, paste over a piece of thin tissue paper, which will be painted the same color as the rest of this piece of scenery. The cut out star will not show at all when the tissue paper is painted to match the rest. Put an electric light bulb directly behind the cut out star, and close to the tissue paper. At the cue, this light is switched on, and will shine brightly through the tissue paper, making a clear cut shining star visible to the audience..

The shepherds' tunics can be made of burlap. The children wear short tunics of bright colored cloths of oriental suggestion. The tunics can be made of two pieces of cloth, sewed together up the sides to within about ten inches of the top, left open for the arms, and sewed together across the top on each shoulder, leaving an open place in the middle to pass the head through. They are worn with some sort of girdle, rope, braided cords of bright colors, braided leather. The boys can be barefooted. Or sandals can be worn. The mothers wear long flowing tunics with a soft veil over the head and hanging down over the shoulders and back. The garments of the wise men should be if possible of stuffs that suggest richness. The crowns of cardboard covered with gilt paper. The armor will be a delight for some ingenious boy to construct, from cardboard and silver paper. The boy who first played this part, fourteen years old, constructed his shield and greaves from pictures which he found himself in the encyclopedia and other books. For a shirt of mail, his mother knit him a loose shirt from silver cord, with a large loose stitch. With a gold crown, a short scarlet tunic under his shirt of mail, his silver shield and greaves, spear and dagger, he was a very imposing figure.

The jewel chest was a wooden box covered with gilt paper, open, to show a gay heap of jewels collected from the little girls, originating in the ten cent stores. The vase of myrrh was borrowed. The incense burner was also a borrowed vase of metal, polished to look like gold, to which some jewels also from the ten cent store had been pasted. Three short lengths of small brass chain were attached to the center to swing it. Real incense was purchased from one of the stores which carries the ecclesiastical supplies for the Catholic church.

A shepherd's pipe can be made of any hollow reed that is perfectly dry. Most boys know how to make such a pipe and to blow it. If no one is at hand to make one, the accompanying illustration may be useful as a suggestion. This is a

drawing of an actual pipe made of a joint of bamboo 9¼ inches long between the joints, and ⅝ inch in diameter. The cross section of one joint is left solid, and the bamboo is cut off about an inch above this solid joint. The cross section at the other end is pierced and carefully sandpapered out, smoothly. The mouth hole is cut one inch below the solid joint. It is cut slightly oval, about ¼ inch across, with a smooth fine edge. One inch and a half from the open end a small round hole is cut and another is cut just one inch above the first one. This will give the pipe three notes. A longer reed can be cut to make a complete octave, with a little care and practice, and more of a tune can then be played on it. But actual old country shepherds mostly use a little short reed with only three notes. If there is someone who has a flute, it will be helpful to show the shape and size of the mouth hole, and a flute player can teach the boy how to tongue the hole, if he doesn't know himself. It may take a good many trials to get the reed cut so that the stops make three notes, but any boy can do it

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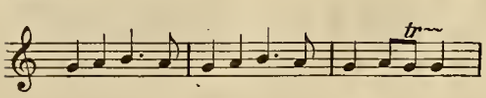
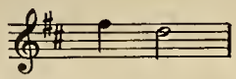
with a little perseverance. He can then make up his own call, but here is one that is simple and effective.



In case no boy can be found who can master the business of the pipe call, the text can be changed as follows. Instead of the direction "puts his pipe to his lips and blows softly," substitute the whistled note of the cuckoo bird, which is as follows:



Substitute this call in each of the three places where the pipe is directed to be used in the text. In Miriam's first speech, for the lines "I thought I was dreaming the flocks had come home for the summer shearing and that the shepherds were calling them here in the court"—substitute "I thought I was dreaming that the summer cuckoo had come back this chill winter night, and was calling me here from the court." In David's following speech, for the words "the summer time is still far away in the south"—substitute "the summer cuckoo is still far away in the south."

THE SIGNIFICANCE OF CHRISTMAS

By Ruth Thompson

Christmas is a religious festival held yearly on December 25 in memory of the birth of Christ. The name probably comes from the order that was given for saying mass—Christ-mass, for the sins of the people on the day commemorating the Savior's birth.

Christmas means many things to us, as we make merry each year. It is a sacred holiday that the poor and the rich, the high and the low, the adults and the children, can all enjoy. We hang up our stockings for Santa Claus to visit us and bring us gifts; we exchange gifts with those we love; we attend a religious service; we have a Christmas tree hung with symbols and gifts; we decorate our homes and churches with Christmas greens; we have turkey, young pig, mince pies and plum puddings to eat. Christmas is our most joyous and festive holiday of all the year.

We get most of our customs and pleasant usages of Christmas from people of centuries past who long years before Christ was born celebrated a holiday every year. Christmas with its modern meaning was first celebrated in the second century.

The pagans worshiped the sun because it gave them light and heat, and, therefore, life. They held festivals in honor of the sun in the winter, some time near the shortest day of the year in the month we call December. After the shortest day of the year the sun rises higher in the sky; the days are longer, therefore, and the heat and light are increased. This life-giving power was a source of wonder and worship to the heathens, for they attributed all the good things they had in life to the sun. To them it was, indeed, a god. The holiday held by the sun-worshipers was called Saturnalia, and Romans and their slaves feasted, gave gifts and decorated their homes with greens.

People in northern Europe burned great logs of wood in honor of their gods, Odin and Thor. They sacrificed men and cattle to them. It is from this custom that the people of the British Isles derived their custom of burning their yule-tide logs.

When Christ was born the true Christmas spirit of universal love was spread over the world. An old legend tells us that "the sun leaped in the heavens and the stars around it danced. A peace came over mountain and forest. Even the rotten stumps stood straight and healthy on the green hillside. The grass was beflowered with open blossoms, incense sweet as myrrh pervaded upland and forest, birds sang on the mountain top, and all gave thanks to the great God!"

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The three Wise Men rode out of the east to the Mother and Child, bringing with them gifts of gold, frankincense and myrrh for the babe in Bethlehem. So the spirit of giving on the day of the birth of the Christ Child was begun in fellowship and love. Christianity took over some of the heathen forms of worship. The old customs were continued, but they now had significance and their spirit was changed to the spirit of love. Today we cling to them and associate them closely with Christmas Day.

The exact date of Christ's birth has not been recorded, but December 25 was finally settled upon as the day to observe.

One legend of Christmas Eve is that the Christ Child wanders over the world on that night. On his little shoulders is strapped a bundle of evergreens. Through storm and sleet, over mountain and sea, through country and city, to the homes of the rich and poor alike, He is said to come. And sometimes He is said to change His form and perhaps be a beggar and stop at some house and beg for food, warmth, or a few moments' shelter. Those who wish His coming and will welcome Him, set in their window a lighted candle, and this helps, too, to guide Him on His way. A superstition arose from this story that a beggar on Christmas Eve might be the Christ testing the benevolence of the home.

People used to believe in stories and legends so much more than they do today. They believed that bees sang at Christmas time and that cattle knelt in honor of the manger. They believed, too, that the sheep marched in procession on Christmas Eve commemorating the visit of the angel to the shepherds who "watched their flocks by night" when the angel of the Lord appeared and told them the glad tidings:

"'Fear not,' said He, for mighty dread
Had seized their troubled mind;
'Glad tidings of great joy I bring
To you and all mankind.

"'To you, in David's town, this day
Is born of David's line
A Saviour who is Christ the Lord,
And this shall be the sign:

"'The heavenly Babe you there shall find,
To human view displayed,
All meanly wrapped in swathing bands,
And in a manger laid.'

"Thus spake the seraph; and forthwith
Appeared a shining throng
Of angels, praising God, and thus
Addressed their joyful song:

"'All glory be to God on high,
And to the earth be peace;
Good-will henceforth from heaven to men
Begin and never cease.'"

One historian tells us of being in the forests in Canada during the Christmas season. It was moonlight and through the trees he saw an Indian softly creeping and picking his way, eagerly peering to the right and the left. When asked where he was going, he replied: "Me watch to see deer kneel. Christmas night all deer kneel and look up to Great Spirit."

So we find the people the world over celebrating Christmas and the spirit of universal love through the birth of the Christ Child prevailing. In his poem, "Everywhere Christmas," Phillips Brooks says:

"Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow-peaks stand solemn and white,
Christmas where cornfields lie sunny and bright!
Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace like a dove in his flight
Broods o'er brave men in the thick of the fight;
Everywhere, everywhere, Christmas tonight!
For the Christ Child who comes is the master of all;
No palace too great, no cottage too small."

(XMAS PROGRAM—Continued on page 17)

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SOCIAL PRODUCT AND SCHOOL RESPONSIBILITY

By Herbert F. Clark,

(Assistant in Department of Vocational Education, Los Angeles City High School District)

The other morning I stood in the principal's office of what is called a development school. Out in the yard were some seventy odd children at play, ranging from 10 to 16 years of age. It was certainly a heterogeneal group of human beings. There was the semi-paralyzed boy with his two almost useless arms hanging at his side. He could stoop over, pick up the ball, and by a swing of his body toss it some fifteen or twenty feet. His face, his head, his body was ill-formed; his mind was simple; he was a product of a social condition wherein a malformed pair of human beings had brought into the world a group of malformed children.

In that group were other boys who were, to use William Hawley Smith's much abused phrase, "born short." There were girls as malformed, as undeveloped, or overdeveloped, as were the boys. Peculiar heads, peculiar faces, peculiar shaped bodies, peculiar actions were the rule and not the exception. The whole group was a product of society, temporarily handed over to a public school to shape, modify, and attempt to prepare it for some of life's responsibilities.

The principal sat at her desk gathering together the fragments that she had gathered of the life history of one of the group. An officer stood at the desk prepared to take this brief biography and its ill-starred subject to a clinic to be further subjected to examination and analysis and handed on to some other public institution for further care and special treatment.

It was the same material, the same human flesh and blood, the same product of a poorly regulated social system that these public servants were trying to mould, trying to prepare to be at least able to take care of itself in this world of sin and sorrow.

The principal remarked as I left the building that she was sick at heart. She had worked long years with this same kind of human material, had followed out into life many of the children coming under her observation and administration and at this time had to confess that many of them were now public charges; and that very few had ever been able to make good in the struggle for existence.

She realized that she was in no way responsible for the quality of the material with which she was dealing. She said it was a social product handed over to her in its crudest form; and she agreed with me that the next great task for school people to perform is to take these findings that modern psychology and educational procedure are bringing out and use them to enlighten the general public as to the necessity of preventive measures.

Great responsibility is placed upon the public schools and rightly so, but the public schools cannot change the inherent nature and quality of children any more than a farmer can take a bunch of scrub stock and make it into tiptop market material. Sensible farmers long ago realized that to improve their stock they need to select for breeding purposes only those animals that had creditable pedigrees. The sooner society or the state recognizes these inexorable facts and institutes some sensible method of mating their kind, the sooner can it reduce its educational expenditures on the "unfit" and the more satisfactory results will it obtain from its public school system.

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SUMMER SCHOOL IN MEXICO CITY

Teachers who are planning to attend summer school in an interesting locality and at the same time get the benefit of a good summer's work, will be interested in the announcement which comes from the National University of Mexico, in Mexico City:

"The National University is operated by the Mexican government, and is in no sense a profit-making institution. The first session of the summer school was held in 1921, and was attended by approximately 300 American teachers. It is believed that the fifth session, to be held next July and August, will attract at least 500 teachers from the United States.

"The faculty of the 1925 summer school will be composed of professors of the university, together with several highly trained specialists from the United States. Most of the courses will be conducted in Spanish, but there will also be a number of general culture courses for matriculants having no knowledge of Spanish.

"Mexico City is cooler than Denver during the summer months, thus being an ideal place for study. The many sight-seeing trips to be offered under university supervision will include visits to world-famed archaeological ruins, pyramids that rival those of Egypt in size and interest, and to many other places of archaeological, historical or scenic interest.

"The primary object of the National University in offering a summer school for American teachers is to assist in promoting a more complete rapprochement between Mexico and the United States. The hundreds of American teachers who have attended the preceding summer sessions have returned to their country with an altogether different and more favorable viewpoint as regards Mexico, a viewpoint that will naturally be accepted by the thousands of students coming under their influence.

"The National University of Mexico, therefore, respectfully requests your valued cooperation in bringing to the attention of American teachers this announcement of the 1925 summer school. Complete information may be obtained by addressing Sr. Manuel Romero de Terreros, secretary of the summer school, Universidad Nacional de Mexico, Mexico City."

GUARDING AGAINST EYESTRAIN

Within the past decade, the attitude of the medical profession—and this includes dentists and optometrists as well as physicians—has changed coniderably. Today, the tendency is toward the prevention of disease rather than the cure.

If this tendency is to receive impetus, the teacher necessarily becomes an important factor in the work. For one of the most effective ways of preventing illness is to begin with children—and this particularly applies to a very common form of illness usually considered under the general title of eyestrain.

The care of children's eyes is just as important—if not more so—as the care of the teeth or general health. But because defects of vision are usually not as apparent as other manifestations of ill health, the majority of parents neglect this phase of the child's welfare. This is true even among the better class of people; and until parents can be educated to the necessity of keeping a check on the child's eyes, the major portion of this task devolves upon the teacher.

When a child exhibits the ordinary signs of eyestrain, or develops consistent tardiness in his school work, it is an excellent plan to bring this condition to the attention of the parent with the suggestion that the child's eyes be examined by a reputable optometrist. Such an examination is never costly; and in many cases it is made gratis—although in such an instance the reliability of the optical firm concerned should first be carefully ascertained. Unless corrected, defects of vision very often retard an otherwise normal child; and until a child reaches high school age, his eyes should be examined at least once a year.

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The trip, says Mr. Blaisdell, is, at least in part, the result of a five-hundred-dollar prize which he was awarded by the publishers of Compton's Pictured Encyclopedia in a contest that was advertised in the educational press two years ago.

Friends of the Blaisdells in every corner of the country will be interested to know that they are already on their way to such alluring parts as Hong Kong and Singapore, to Rangoon and Calcutta, Bombay and Suez. Their trip will last a year. "We hope," writes Mr. Blaisdell, "to be at Oxford for the six-weeks summer session. . . . We expect to return home when the autumn session opens about September 20, 1925."

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The Creative Education Association of California

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E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

New Members

Mrs. Aura Mabrey, Ripon, California.
Mrs. C. H. Luke, Box 547, Reno, Nevada.
Helen Dimock, Westminster, California.
Mr. Joseph I. Wilson, Ukiah, California.

HAPPY ON THE WAY

By Grace C. Stanley

A QUERY

What is Creative Education? How is it different from any other kind? A symposium on this subject would be interesting. Let all the teachers who are thinking along this line send in a statement of about fifty words explaining their conception of it. By publishing some of the most divergent we shall be able to secure a very profitable discussion. Let us have a goodly contribution.

Creative education is growing steadily in California. The group in Santa Barbara organized October 31, 1924, for further study with J. D. Silvia, principal of the Lincoln School, as president, and Mrs. Kate Sutton, teacher in the Washington Special School, as secretary. The teachers in the bay section have been organized for some time under the leadership of Miss Vincent Gorman, teacher in the University High School.

As a special project the children of the Ripon Grammar School are editing a paper called The Progressor. It includes news—foreign and domestic, history, geography, music, stories and poems. The following poem, written by Inez Bellquist, sixth grade, is a pleasing example of what children can do:

THE GOLDENROD

The goldenrod is waving
Amid other blooms,
We love to see it waving
Its graceful yellow plumes.

The sun shines brightly on it
From out a sky of blue,
The bees and insects like it,
And we all like it, too.

THE NEWSPAPER GROUP

By Roxana Adams

Sixth Grade Training School, San Jose State Teachers College

The newspaper group was the outgrowth of the special ability of one boy in writing stories. When his work received marked commendation three of his friends "edged in" and the group was formed. The stories written by these boys were so superior that it seemed unfortunate that others could not enjoy them too. To meet the need The Clarion Call, a weekly newspaper, came into existence.

The boys assumed responsibility for its regular appearance, typing and circulation. The following story is illustrative of the kind usually written, created from the rare imagery of active, fertile child minds:

A Fishy Tale

Once upon a time there was a gimick who had teeth that were six inches long. He was 30 blocks long and 20 blocks wide. He would swallow everything from a battleship to a twig.

One day while he was busy swallowing an ocean liner he saw a rabbit hopping on its decks. The rabbit said, "If you do not cough up the ship that my master is on I shall bite your ear off." And with that he jumped behind the shark's elbow and began doing so. Then the shark tried to bite the rabbit (which was quite impossible for the shark, for no one can bite under his elbow).

At this time the rabbit became quite frightened and called his fish friends the swordfishes that the shark had swallowed just a minute ago. The shark did not realize that he had swallowed some swordfishes. The allies of the rabbit started to saw the shark in two and they kept on sawing till they were sure that the shark was quite dead. Thus released the ocean grayhound floated out and majestically sailed away.

Hence the happy and unhappy ending. By Glenn Mathews.

The group was formed naturally as a need for different kinds of ability arose—the story tellers, the puzzle makers, the typewriter boy, and even a girl to assist in proof reading. Manlike, they wanted help in the technical work.

The proceeds from the sale of the paper at one cent a copy were used to buy geographical magazines for use of the Travel Club. A circulating library and a trading post where stamps and magazines are exchanged have sprung up.

These boys have practically all their time as their own. The teacher advises and helps as she is needed. They are working far ahead of their class in arithmetic. They are mastering the fundamentals of English, composition, spelling, and writing through the real need in their paper. They are doing more in the reading of books than any other children. Through their books, magazines, stamps and pictures they are becoming acquainted with the world.

One of the most interesting features of the newspaper activity is the development of unsuspected abilities and attitudes on the part of the children. The boy who really has become the balance wheel and leader of the group was absolutely unsocial and unfriendly in attitude. He "walked by himself" and missed much of the joy of social contact. His growth socially was remarkable. The interchange of ideas, opinions and help necessary in running the paper changed his whole manner of living. He learned to enjoy, to work and to play with other children. Instead of being a shy, peculiar boy who lived within himself he has become a charming, genial boy with a rare personality.

An absolute metamorphosis was noticed in another boy who was timid, bashful and backward. He was asked to join the group because he had a typewriter and a typist was needed. His interest in the project made him forget himself. The demands for contact with many people made by operating and circulating a newspaper developed in him abilities, social traits and personality which surprised both his teachers and parents. One of the outgrowths of the paper was a circuating library which circulated geographic magazines and railroad folders. He helped write letters to many railroad offices asking for literature and folders. He learned so much about travel, time tables and points of interest and developed so much confidence and poise in telling about them that his father decided to take him east with him on a business trip. He was reported as being an interested, intelligent, and entertaining traveler.

F——— had been a problem in school. He is above the average mentally, but in many ways a misfit, because he finished assigned tasks quickly and found time for mischief. In working with this group he learned to cooperate, to give and take, and found enough work to do. He has a really creative mind and is the inspiration of many worth while features of the paper. He was a very self-conscious boy and inclined to be "smarty". His social attitude has improved fifty per cent because he found himself very unpopular with his group and once found himself entirely out of the group because of being "smarty". He finds an outlet for his creative genius in story writing, planning activities, and managing the paper. He has worked ahead in arithmetic, he reads voraciously of worth while books, and has no time for mischief. His mother reports that it is a good thing that school is not open evenings because F——— is busy here from seven-thirty to five if permitted to stay.

While the boys are making splendid scholastic records they are also learning the joy of living, the pleasure of worthy accomplishment, and the satisfaction of good citizenship.

SONGS COMPOSED BY SAN DIEGO SCHOOL CHILDREN AND HOW THEY GREW*

Annie Marie Clarke Ostrander

Supervisor of Music, San Diego Schools, and Member Faculty Department of Creative Education, San Francisco State Teachers' College, Summer 1924.

I shall not attempt to explain the technique employed in writing the following songs, nor even the theory and ideals which underlie our work. These may be set forth in subsequent articles if anyone is interested. I shall merely present a few of the songs and tell some of the incidents that led up to their writing.

Many of our songs are made up to fit the words of nonsense jingles. If I am asked by the class room teacher to conduct a lesson in creative expression and the children have never done anything like this before, I usually introduce the work by singing to them a number of songs that other children have composed. I choose nonsense songs for two reasons: first, they are so rhythmic that they fairly sing themselves into melodies; and, second, because their lowly humor immediately establishes "entente cordiale" between the class and the idea of creative music expression. These little songs are so absolutely human.

Last year East San Diego was annexed to our city and four new schools added.

* Teachers who wish the music to these rhymes may have it by writing to Miss Clarke, Music Supervisor, San Diego Schools.

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These schools had no music supervision and the teachers eagerly accepted any help that might come to them. On my first visit to Edison School I was asked to present a creative expression lesson in the third, fourth, fifth and sixth grades (two rooms combined). I asked the children if they would like to make up a song and they said "Yes", but looked as though they frankly thought such an idea were impossible. (They knew practically nothing of technical music.) Then I sang them the following songs:

I HAD A LITTLE PONY—
First and Second Grades, Fremont School.

I had a little pony made of hay,
A wind came along and blew him away!

SIMPLE SIMON
2B Grade, Jefferson School.

Simple Simon went a fishing to catch a whale,
And all the water that he had was in a leaky pail.

THERE WAS A LITTLE GIRL—
3B Grade, Brooklyn School.

There was a little girl, and she had a little curl,
Right in the middle of her forehead;
When she was good she was very, very good,
And when she was bad, she was horrid.

MY FACE
Seventh and Eighth Grades, Pacific Beach School.

For beauty I am not a star
There are others more handsome by far,
But my face I don't mind it, for I am behind it,
It's the people in front that I jar.

These jingles suggested others to the children, and after having "I Asked My Mother for Fifty Cents" and "Joe, Joe Broke his Toe" and others similar, the class decided to put the sad tale of "Rover" into music. It is interesting to note how naturally and spontaneously they brought out the meaning of the words by introducing a bit of minor feeling in the part that tells of the death of Rover, only to change back to the major in the last line, where it appears that it was only a joke after all.

ROVER
Third, Fourth, Fifth, Sixth Grades, Edison School.

I had a little dog, and his name was Rover,
When he died he died all over.

By no means are all our songs humorous, however. These little funny songs merely start things going. Our goal is that the children shall compose the words as well as the melodies, and those words should be an outgrowth of some interesting or

CHRISTMAS IS COMING!

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so are other holidays

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(CREATIVE EDUCATION—Continued)

beautiful life experience. We look forward to the day when no such class room experience will be considered complete until it has been expressed in song—when it will be considered no more unusual for one to put his musical ideas into composition than his literary ones.

One day I was asked to conduct a lesson in a fifth and sixth grade at Pacific Beach. I sang the little nonsense songs as usual, then called for poems from the children. They were so amazed by the idea that they might be potential composers that they didn't seem to be able to remember a single one. While we were talking, a little red-headed linnet flew in through an open transom. He did not seem to be a bit disconcerted, but after flying around the room, lit upon a picture frame, remarking something in linnet language, which we, also, did not understand; then flew out as he had come. Some one suggested that we put this into a song. We wrote the poem, different ones contributing a word, a line, or an idea; then we made up the melody to go with the words. This is surely a little art song:

THE LINNET
Fifth and Sixth Grades, Pacific Beach School.

A linnet flew into our room, he chirped a note or two,
Then spied an open window sill and out again he flew.

In the second grade at Florence School, taught by Miss Verona Loring, all the class room activities were made to center around the personality of a certain black Dinah doll. Dinah not only took a very active interest in everything that the children did, but they were equally interested in everything that she might be thinking or doing. In this fascinating land of make-believe every one was happy and trying to help each other and work became play. The children, under Miss Loring's inspiring leadership, had written the words and music of the following three songs before creative music education was generally taken up in our city:

WHEN DINAH CRIES
2B Grade, Florence School.

O me, O my, when Dinah cries, and the tears fall fast from her shoe button eyes,
O me, O my, when Dinah cries, and the tears fall fast from her shoe button eyes.

DINAH GOES A RIDING
2B Grade, Florence School.

When Dinah goes to take a ride upon her mule she sits a-stride,
And then she rides so fast away, the mule can't stop to bra——ay.

DINAH AND THE CLOWN
2B Grade, Florence School.

Said Dinah to the clown, "The circus is in town."
Then said the clown to Dinah, "I wish it were in China!"

The two following songs show an interesting correlation with silent reading which occurred in Miss Rowena Ireland's fourth grade at Stockton School last spring. It seems that the favorite book on the silent reading shelf in this room was Unc' Billy Possum. There was always a waiting list for it. Scattered through the story there were bits of poetry in dialect—songs which Uncle Billy Possum was supposed to have been singing. The children conceived the idea of setting these to music, and when I came to visit them had already composed this one:

O LA ME
Fourth Grade, Stockton School.

Some folks think they're mighty smart, O La Me, O La Me,
Like the knave who stole the tart, O La Me, O La Me;
Some folks will wake up some day
And find they can't fool Mister Jay.

They were very anxious that I should help them make up a tune for another that they had selected; in fact, had it already written on the board and everything set for action. When this poem occurs Uncle Billy Possum is sitting up in a tree singing to himself about the eagerly awaited arrival of his family. The children have surely caught the spirit of the words and embodied it in this rollicking Southern sounding melody:

DEY'S A COMIN'
Fourth Grade, Stockton School.

Dey's a comin', dey's a comin', dey's a comin' mighty soon,
But dey can't come soon enough fo' me;
Dey's a comin', dey's a comin' at de turnin' ob de moon,
Whar I waits in my ol' hollow tree.

Every song that I have copied in my notebook (and there are a hundred or more by our San Diego school children) has an equally interesting story, but there is not time nor space enough in this article to tell about them. Those of us that have had a part in the work feel that it would have been tremendously worth while even if the joy that comes to all through elevative life experiences into the realm of song were the only good thing that resulted from it, but we also see further and believe that utilization of the creative urge latent in every child—the "stone which the educational builders have neglected, shall become the head of the corner" in pedagogical procedure.

CHILDREN'S HEALTH STORIES

That children are beginning to read the sign posts on the road to Health, is illustrated in many ways, daily, in the school room and out. How health instruction may stimulate the imagination while carrying its lesson home is shown by the stories which have been received by the Western Journal of Education, recently. The school children at Fort Bragg, California, wrote the following story in twenty minutes under the stimulation of Miss V. W. Bailie, R. N. school nurse and Red Cross instructor in home hygiene and care of the sick.

A LITTLE BOY'S TROUBLES
Pete Galli*

There once was a little boy, who had many imaginations. He always cried whenever he thought of one.

At night he would kneel at his bed and pray and say, "Oh God, why do you send me these ugly things, they make me cry?"

Every night he would repeat the same thing. Every day some healthy child would say to him, "Do not drink coffee; eat plain foods, not too much candy." The boy cried every time this was said to him.

His mother always gave him whatever he wanted. He drank coffee three times a day. He bought candy three times a day. He never drank milk, always slept with his window closed for fear of it being too cold with it opened.

After many days he thought he would try doing what the healthy boy told him and he did it. His mother became delighted as she saw what had happened. He was steadily buying more milk, and spending less money on candy.

After a few months he was happy. He had no more imaginations to fear, such as ghosts and unhappy and mean goblins or healthy boys, because he was as healthy as any boy in the neighborhood.

*Eighth grade and foreign born.

A TRIBUTE TO JOHN A. IMRIE

The following tribute to the memory of the late John A. Imrie is from the pen of Professor F. O. Mower, his former teacher and lifelong friend.

The death on October 3 of John Andrew Imrie, for many years principal of the Le Conte school in Berkeley, deserves more than passing mention. Although on account of failing health he had been forced to give up active school work some three years ago, yet his death brought a distinct shock to his many former pupils and friends.

John Andrew Imrie, son of William Imrie and Jane Caroll Imrie, early pioneers of California, was born on the well known "Imrie Ranch," near Napa, May 30, 1870. He was the oldest in a family of seven sons and three daughters, all of whom grew to man's estate to fill positions of honor and trust. His grandparents on both sides came from Scotland to America nearly a hundred years ago, and they traced back their ancestry through long lines of scholars, divines, and military heroes, even to the times of the "border warfare." His paternal grandfather, after whom he was named, fought under the Duke of Wellington in his campaign in India. An eminent doctor and philosopher has said that a boy's education should begin with his grandmother. In this respect the young Imrie was more than fortunate, for his maternal grandmother, Margaret George, brought into the line a strain of Welsh blood from that branch of the Georges of which Lloyd George is the most distinguished living member. And from her the young Imrie doubtless inherited many of those traits which made his character so lovable.

He received his earlier education at the old Oak Mound Academy at Napa. Later he attended Stanford University. He completed his professional training at the University of California, where he took practically all the courses in pedagogy given at that time. The writer cherishes it as one of the unique experiences in his own professional career that during the thirty-one years in which he taught at Napa, he had from one to four members of the Imrie family in school every semester without a break.

Mr. Imrie's professional career extended over a period of more than thirty years. After teaching in his home county for several years and serving one term as county superintendent of schools, he taught two years at Menlo Park, one year at the Washington School in San Francisco, and then came to the Le Conte school in Berkeley, the principalship of which he held up to the time of his death.

In his educational work he was progressive, but not a faddist. He had no patience with soft pedagogy. He believed in the genius of hard work. He himself was always on the road and, unlike many of our quasi educators, he knew whither he was going. Growing up as he did upon the farm, he was an intense lover of nature, which gave some color to his educational work. He was the originator of the "school garden idea" in Berkeley, and he came to be regarded as an authority on plants and school gardens.

But in addition to his scholastic attainments and professional standing, John Andrew Imrie possessed a certain personal charm that won the love and esteem of all those with whom he came in contact. He was an apostle of sunshine and good cheer. He early developed an unusual talent as an entertainer, and had he chosen to become a professional entertainer, he might have rivaled Sir Harry Lauder himself. Hundreds will recall his inimitable rendering of "Mark Twain's European Guides," "Father Phil's Collection," and "Jimmy Butler and the Owl," and will remember the responsive tear over the recital of some exquisite bit of pathos. To which we may add that in all his professional and other activities he maintained the highest ideals, and he will be remembered longest by the communities in which he lived, for his lovable character and for the possession of all those traits which means what is best and true in the highest type of Christian manhood.

FISHING FOR HEALTH

A suggestion for a school program where health is being emphasized, comes from the Red Cross Courier of October 4, 1924:

Dozens of children fishing in the "fish pond" in the Red Cross room at the Crow Wing County Fair, Brainerd, Minn., made a delightful picture. These children were searching for tooth paste and soap. With each sample a health slogan was attached and before a child was permitted to fish he had to be weighed and measured. More than 700 children went fishing during the county fair.

WESTERN SCHOOL NEWS

Frederic Perley Johnson, principal of the Hayward Union School, is on a leave of absence for three weeks. He is attending the inauguration of Dr. George D. Olds as president of Amherst College and is renewing his acquaintance with his alma mater.

"Reconstruction of the Junior High School Curriculum in Los Angeles" is the title of an article which appears in "The Chicago Schools Journal" of September, 1924, written by the superintendent of schools, Mrs. Susan M. Dorsey. In a six-page article Mrs. Dorsey gives the causes leading up to reconstruction and explains how Los Angeles has tackled its problem.

Roy W. Cloud, superintendent of San Mateo county schools, has sent out his annual message to his teachers in a neatly printed leaflet. One of the suggestions will interest all school people in California. "It is the desire of the Board that the California pledge should be made just before the regular pledge and salute to the Flag is given. The California pledge is:

"'I am a California child. I love my native state; its mountains high, its valleys wide, its people good and great. I love the dear old pioneers who made us what we are; and gave to us our glorious state—the Nation's brightest star.'"

American Education Week is being observed in the schools throughout the United States, November 17-23. The Department of the Interior, Bureau of Education, has sent out special programs and suggestions of observance. The aim of Education Week is to inform the public as to the work being done in the schools and to so vitalize the schools and their work that community interest will be awakened and cooperation secured in the interest of education in the United States.

Marietta Johnson, nationally known educator and founder of the "School of Organic Education" in Mississippi, is in California giving a series of lectures until December 6. She is here at the invitation of the La Vero Foundation. She is lecturing and having conferences in Oakland, Berkeley, San Jose, Palo Alto and San Francisco. Professor C. E. Rugh of the University of California designates her coming as a "great public event."

The American Child Health Association, 370 Seventh Avenue, New York City, sends out the following notice and will give further information to those students who are planning to enter their competition:

An Opportunity for Service—To All Secondary Schools of the United States, Junior, Senior, and Four-Year High Schools, Both Private and Public.

"The American **Child Health** Association invites you to make a study of your school health program during the second half of the present school year and to submit it for comparison with the health programs of other secondary schools. The reason for such an undertaking is the very widespread interest in health education work in high schools as evidenced by frequent requests for information from high school teachers and principals."

The Washington Education Association held its meetings October 29, 30, 31 in Seattle. Miss Clare L. Jahnke is president of the association. Six county institutes were held in connection with the convention which preceded a similar series of meetings in Walla Walla, Washington.

Dr. Charles C. Van Liew, who has accepted a position in the Educational Department of the Macmillan Company in New York.

Dr. C. C. Van Liew, widely known educator and bookman, has left for New York City, where he will join the staff of the Macmillan Publishing Company. Dr. Van Liew has been a figure in the educational life in the West for a number of years, coming to California in 1897 to accept a position as professor of pedagogy and psychology and supervisor in the Normal Training School in Los Angeles. Previous to his coming to California he had held a similar position in St. Cloud, Minnesota, and Normal, Illinois. Dr. Van Liew began his career as teacher in a rural school in Illinois. He then went abroad to complete his education and earned his Ph.D. in Jena, Germany, in 1893. He left the Los Angeles State Normal School in 1899 to become president of the State Normal at Chico, California. In 1910 Dr. Van Liew began his connections with publishing companies and since that date, until his recent resignation, he has been representative of the American Book Company. At different periods Dr. Van Liew has served as president of the California Teachers' Association and of the Northern California Teachers' Association. He has contributed to educational journals for many years. He has translated a number of works from German into English, and it is interesting to know that he earned his first money from a contribution accepted by a German periodical.

H. B. Wilson, superintendent of the Berkeley schools, and Roy Cloud, county superintendent of the San Mateo schools, were speakers at the southern institute meetings held this month. H. B. Wilson spoke for County Superintendent Mark Keppel at the Los Angeles county meetings at various points and Roy Cloud spoke both in Los Angeles and in Riverside, where Ira Landis had called his county teachers for their annual institute.

GOES ABROAD

Harr Wagner, editor of The Western Journal of Education and president of the Harr Wagner Publishing Company, has left on a trip to visit eastern points and abroad. While in Europe he expects to visit in all the large centers, including London, Paris, Berlin, Rome and other places. He will visit a number of schools of modern educational interest. Traveling and viewing from both a publisher's and writer's standpoint, Harr Wagner will check up on the material which is included in Dr. H. W. Fairbanks' new geography, "Europe," which is now in course of preparation, and on the Modern School Readers, which are world-wide, rather than local in their approach and viewpoint. Mr. Wagner will gather material for his writing and lectures and return to San Francisco in the early spring.

HAYWARD UNION HIGH SCHOOL VOTES BONDS

New buildings and improvements at the Hayward Union High School will be the result of the bond issue for $280,000 which was voted by the citizens in that locality on October 18. Frederic Perley Johnson, principal of the school, outlines the expenditures of the money in the next two years as follows:

First: There will be a new building that will provide about twenty-four recitation rooms and a larger assembly hall.

Second: There will be a manual training building.

Third: The present manual training space, about 30 by 60 feet, will be made over into dressing rooms.

Fourth: A sixty-foot addition in the rear of the present main building, extending from the boys' entrance over road and walks, will provide a large room that will serve for a study hall or for smaller assemblies or class meetings.

Fifth: The window sections in the easterly wall of the present study-hall will be moved outward 16 feet—the supporting columns being left in place—and the space thus secured will be fitted with library stacks.

Sixth: The hall side of the present library will be replaced by a business counter, with wickets, for the handling of business details involved in dealing with the 500 pupils, who will soon be in attendance. This will make possible a more efficient administration.

Seventh: A private office for the principal's interviews with the pupils, teachers, trustees and visitors. At present a private interview is secured by asking others to retire from the office or the library or by finding a secluded corner in the hallway.

Eighth: Bleachers will be constructed on the easterly side of the gymnasium for seating spectators at our basketball games and drills.

Ninth: A colonnade will tie the buildings together, both for architectural beauty and for convenience in passing from one building to another.

A course of free lectures on education are being given at the California Academy of Sciences in Golden Gate Park in San Francisco on Sunday afternoons at three o'clock. These lectures will continue weekly until March 1st and will include some of the foremost educators in the State. Julia Hahn, primary supervisor of San Francisco public schools; Ethel Roth, kindergarten teacher, and Lillian Hill, primary teacher, were speakers at the opening meeting, November 16. Other speakers to appear are Dr. Tully C. Knoles, J. E. Addicott, Dr. Aurelia Henry Reinhardt, J. M. Gwinn, Fred M. Hunter, Charles Albert Adams, Dr. W. W. Kemp, Dr. E. R. Snyder, J. P. Nourse, Dr. Ray Lyman Wilbur, Will C. Wood, Dr. Harry B. Wilson, A. R. Heron, Dr. Ellwood P. Cubberley.

STATE CREDENTIALS

By Wm. M. Coman

Since effective service by the California State Board of Education, Commission of Credentials, is dependent upon mutual understanding and cooperation, the following information is offered for the benefit of California teachers:

I. Teacher Certification.

1. What official documents must a California public school teacher hold?

Except in the case of teachers who obtain elementary Certificates from a county board of education by examination, all teachers in California must hold: (1) a Credential authorized by the California State Board of Education, and (2) a Certificate issued by the county board of education upon presentation of the State Board Credential.

2. What Credentials are issued and in what schools are the holders entitled to teach?

a. The General Elementary Credential entitles the holder to a Certificate to teach any elementary subject in grades one to eight, inclusive.

b. The Kindergarten - Primary Credential, "Class 1," entitles the holder to a Certificate to teach in the kindergarten and the first grade. "Class II" entitles the holder to a Certificate to teach in the kindergarten and the first three grades.

c. The Junior High School Credential entitles the holder to a Certificate to teach any subject in a Junior High School (grades seven, eight, and nine). If so stated upon the face of the Credential, the holder is also entitled to teach any elementary subject in grades one to eight, inclusive.

d. The General Secondary Credential entitles the holder to a Certificate to teach any subject (with the exception of vocational classes organized under the Smith - Hughes Act) in a Junior College, High School, Junior High School, or Elementary School.

e. The School Administration Credential authorizes the holder to act as superintendent, assistant superintendent, deputy superintendent, or principal of a school. The holder of a School Administration Credential, to act as principal of a school, must hold a General Credential to teach in the school which he is to supervise.

f. The School Supervision Credential authorizes the holder to engage in the supervision of instruction in the subject groups specified in the Credential. The holder of this type of Credential must also hold a teacher's Credential covering the grades of work and subject groups to be supervised.

g. Special Credentials are of two grades:

(1) The Special Credential of "Elementary and Junior High School Grade," entitles the holder to a Certificate to teach the subject groups specified in the Credential in any of the eight grades of an Elementary School, and the seventh, eighth, and ninth grades of a Junior High School.

(2) The Special Credential of "Secondary Grade" entitles the holder to a Certificate to teach the subject groups specified in the Credential in any Junior College, High School, Junior High School, or Elementary School.

h. The Health and Development Credential entitles the holder to a Certificate to organize and administer health supervision of public school pupils and buildings.

II. Renewal of Credentials.

1. What are the conditions governing renewal?

Every Credential expires on the date indicated upon its face.

Responsibility for securing a renewal rests upon the holder. No notice will be sent.

A long-term Credential may be granted only upon compliance with the following requirements:

a. Verification, by original letters from principal or superintendent, of at least five (5) months of successful teaching experience in the public schools of California.

b. Verification, by official transcript of record, of the completion of the full course of training prescribed for the Credential.

c. Payment of the fee prescribed by law. At present (1924), this fee is three dollars ($3.00) for residents of California, and five dollars ($5.00) for those who have not resided in California for the twelve months next preceding the date of application.

2. How should application for renewal be made?

The applicant should write a letter to the Commission of Credentials requesting a new Credential of the same type and grade, enclosing documentary evidence of at least five months of public school teaching experience and the completion of any renewal requirements, and the legal fee.

Application for the renewal of a Credential should be made, at the office from which the original Credential was issued, not later than September 15th of the year in which the valid Credential expires.

III. Expired Credentials.

Can an expired Credential be renewed?

No. A new application must be filed. Requirements in force at the date of the new application must be met. However, official transcripts of record or verification of experience on file with the Commission of Credentials need not be duplicated.

IV. Credentials Which Have Been Lost or destroyed.

How may a duplicate credential be secured?

A duplicate of the original credential may be obtained upon written application at the office from which the original Credential was issued and payment of the legal fee.

In the case of "Diploma-Credentials" or "recommendations" from accredited teacher training institutions, a duplicate of the original document should be obtained from the institution concerned. This should then be submitted to the Sacramento office of the Commission of Credentials for approval by the Superintendent of Public Instruction.

V. Life Diplomas.

1. Upon what conditions may a Life Diploma be granted?

A Life Diploma may be granted by the California State Board of Education upon the recommendation of a county board of education. Such recommendation may be made upon verification by the applicant of forty-

(Continued on page 17)

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TEACHING BY RADIO

By Grace C. Stanley

Wonders pour in upon us so thick and fast that, like Alice and the White Queen, "we have to keep running as fast as we can in order to stay where we are."

Education by radio has been tried out in city school systems, universities and high schools, but we are now launching an experiment to reach the rural schools of so large a state as California. It came about as a result of the rural conferences held this summer in San Francisco and Los Angeles to consider ways of improving rural education.

Mr. Will C. Wood, state superintendent of public education, and Mr. Archibald Anderson, president of the San Francisco State Teachers' College, Mr. C. L. McLane, president of the Fresno State Teachers' College, and Professor E. L. Eby of the University of California, Southern Branch, were appointed as a committee to promote the undertaking.

The broadcasting was first taken up with KGO in Oakland, where the idea was enthusiastically received. Every assistance was given to make the program a success. Upon investigation it was found that in order to reach all the schools it would be necessary to use other stations, so arrangements were made with KNX Hollywood, and KMJ Fresno, for additional broadcasting from those stations.

The subjects chosen for the programs were music, California history, and world geography as typified by the rivers of the world. The enthusiasm of the children and teachers is most remarkable. Real occasions are furnished for reading, writing, speaking, study of history, geography, and other allied subjects. The possibilities from the standpoint of music are unlimited. The use of radio means that most remote and inaccessible schools can have the best the world has to offer in music, drama and public speaking. It makes possible a united people and opens the way for international cooperation and good will. Radio programs for several weeks follow:

KGO, OAKLAND

December 1, 1924, at 9 A. M.

Music.—Training School Chorus of the San Francisco State Teachers' College; under direction of Mrs. Mary McCauley.

Story of the Russians.—Dr. Owen C. Coy, director of the California State Historical Association, University of California.

Music.—Training School Chorus.

Story of the Columbia River.—Mr. Sam H. Cohn, Deputy State Superintendent of Public Instruction.

Music.—Training School Chorus. (The music furnished at this program will be made up of the chorus numbers from The Mikado.)

December 8, 1924, at 9 A. M.

Christmas Program.—Music furnished by the A Capella Choir of the College of the Pacific; under the direction of Mr. C. M. Dennis.

KNX. LOS ANGELES

November 18, 1924, at 9 A. M.

Music.—Part Time High School; under direction of Mrs. Alfa Wood Anderson.

Story of the Mission Fathers.—Rolland A. Vandergrift, assistant professor of history, University of Southern California.

Music.—Part Time High School.

Story of the Colorado River.—Miss Beeda Metcalf, teacher Berendo Junior High School, Los Angeles.

November 25, 1924. at 9 A. M.

Thanksgiving program; under the direction of Miss Ethel I. Salisbury, Los Angeles City School Department.

The Story of Chocolate*

[Concluded]

By Barbara Reid Robson

THE geographic story of the world production of cacao is told by the chart above, while the statistical story is shown by the table below:

World's Production in Cacao
Total in tons

1908....194,000	1914....277,000
1909....206,000	1915....298,000
1910....220,000	1916....297,000
1911....241,000	1917....343,000
1912....234,000	1918....273,000
1913....258,000	1919....431,000

1921 about 400,000

It will be noted that in 1918 there was an apparent drop in production. The war did not materially hinder the production of cacao in the tropics but, due to the shortage of shipping, prevented the amount exported from registering steady rise.

Ecuador for years, was the principal producer of cacao while Venezuela, the land of the original cacao, produces the finest type. Brazil, as according to the chart, is the third largest producer of cacao. Trinidad, Grenada and Ceylon are noted for their scientific methods of culture and preparation. The Gold Coast, the newest and greatest producer, deserves important mention too.

There has been a constant increase in the consumption of chocolate and cocoa products not only in our own country but also in Europe and particularly in those countries which have made the greatest progress in the science of nutrition.

In 1869 in the United States the amount of cocoa and chocolate retained for home consumption was approximately three-fifths of an ounce for each person while in 1921 the amount had increased to 41.6 ounces.

Improved methods of preparation which have lowered the price and the growing appreciation of the food value of cocoa and chocolate have brought them out of the class of luxuries into the class of staple foods.

★ *Note:* This is the sixth and last of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They were planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin has been printed in each instance. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.

Mail this coupon for the complete series on the Story of Chocolate

D. Ghirardelli Co., Domestic Science Dept.,
920 North Point St., San Francisco:

Please send me the complete series on the Story of Chocolate. Absolutely free, of course!

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*School*_____

*Address*_____

KMJ, FRESNO

November 19, 1924, at 9 A. M.

Whistling Solo—Dance of the Honey Bee.—G. L. Shireff.

Story of the Mission Fathers.—William John Cooper.

Vocal Solo—Banjo Song.—Gus Olsen, baritone.

Story of the Colorado River.—Dr. T. T. Waterman.

November 26, 1924, at 9 A. M.

Thanksgiving Program.

Vocal Solo—A Song of Thanksgiving.—Mrs. Carl Grissen, soprano.

The Test of Thankfulness.—Rev. T. T. Giffen.

Thanksgiving Anthem.—Members First Presbyterian Choir.

December 3, 1924, at 9 A. M.

Vocal Solo—Mitchell P. Briggs.

The Russians in California.—Principal Delbert Brunton.

Violin Solo.—Will H. Hays.

The Columbia River.—M. B. Hawkins.

December 10, 1924, at 9 A. M.

Program by Longfellow Junior High School of Fresno.

Selection.—Boys' Quartette.

The Pathfinders.—W. J. Cooper.

Vocal Solo.—Catherine Balthis.

The Hudson River.—W. B. Munson.

December 17, 1924, at 9 A. M.

Vocal Solo—Down in the Forest.—Elizabeth E. Peterson, soprano.

The Covered Wagon.—Maud Schaeffer.

Chorus—Oh Susana.—Pupils of the Alexander Hamilton Junior High School.

The Mississippi-Missouri River.—Dr. T. T. Waterman.

December 24, 1924, at 9 A. M.

Christmas Program by Fresno County Schools.

Vocal Quartette.—Ada Camp, soprano; Margery Forsburg, alto; Mr. Wheaton, tenor; Henry Abrams, bass.

Address—The Significance of Christmas.—Superintendent C. W. Edwards, County of Fresno.

Solo—Christmas.—William Otto.

Carols by Quartette.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

THE MEETING OF THE C. L. A.

The meeting of the Eighth District of the California Library Association convened at Quincy, on October 18th. This district comprises the counties of Lassen, Modoc, Plumas and Sierra.

The hospitality of Quincy began to make itself felt with the arrival of the delegates at Quincy Junction, where our hosts met us with automobiles rather than have us make the slower trip by train. We were entertained as honored guests in the charming homes of this little city nestled like a veritable gem among the pine-clad mountains.

The sessions were held in the court room of the splendid court house which dignifies the town. The county library, which is located on the ground floor of this building in rooms specially designed for the purpose, was dressed in the rich autumn colors which tinted the surrounding mountains. At the opening meeting, presided over by Miss Edith Gantt, President of the district, Judge Moncur made the address of welcome, voicing the sincerity of the cordial treatment which was manifest throughout our stay.

Mrs. Vivian Long, superintendent of the schools of Plumas county, gave a fine survey of "the educational situation in Plumas county." Mrs. Long has made a careful survey of the county as to the nationality and home environment of the pupils and is developing plans for reaching the parents and bringing to them every possible advantage of education. This is Americanization work of real value and is in perfect harmony with the plans of the American Library Association for adult education. Indeed, this topic was the theme of the entire meeting, for Mrs. Julia G. Babcock, librarian of Kern County Free Library, brought a message on "The Library as a Continuation School," and Mrs. May Dexter Henshall, county library organizer, gave an excellent talk on "The Work of the State and County Libraries of California." Mrs. Henshall reviewed the plan of county library work as inaugurated by Mr. Gillis, and wrought out by the cooperation of organizers and librarians. She told of the work for the blind of the state by the State Library for 2198 blind persons. Of this number, six lost their sight during the great war. There are 16,479 books for the blind in this department, and this number is exceeded only by the library for the blind in New York. When one considers the cost and the size of these books, the number seems much larger than when compared merely with ordinary books. For example, David Copperfield in moon type consists of twenty-three volumes and costs $95. The same title in revised Braille fills eleven volumes. This department also has games and music for the blind. The games may be tried out and if found desirable other sets may be purchased by the individual. Every effort should be made by librarians throughout the state to inform the blind of this service, which is entirely free.

During the luncheon recess the visiting librarians were given a wonderful drive circling around the little city at the foot of the mountains. The road wound through tall pines where the branches met overhead and almost shut out the world, and then came suddenly into wide open spaces from which were magnificent views of the mountains far and near. With this drive as an appetizer, a delicious luncheon was served at the high school on the mountain side among the pines, by the members of the various women's clubs of Quincy.

The afternoon session was opened with the reading of a paper by Miss Edna Hewitt, librarian of the Sutter County Free Library, on "Club Work in the Small County Library." This was a well-rounded address on methods used in interesting clubs in undertaking new or fuller lines of study in cooperation with the county library. Following the paper was a discussion of the points made, and Miss Martin of Lassen county told of the work of the Art Club in Susanville during the past two years.

Mr. H. O. Parkinson, President of the California Library Association, gave a fine address on "The Individualized Extension Course, or, A Hat for Every Head." This was in accord with the thought of the entire meeting as well as with the plan of the American Library Association for adult education. Mr. Parkinson outlined a plan by which it might be possible for any student to follow the course of greatest appeal to him, through lists prepared by experts on the subject, the books being provided by the library. This subject was discussed in various phases following Mr. Parkinson's address, and every one seemed loath to leave the meeting and call it adjourned, so great had been the pleasure of the entire visit. A unanimous vote of thanks was tendered the officers of the district and the people of Quincy for the carefully arranged program and the cordial hospitality evidenced on every side. Every one regretted the absence of Miss Mary Barmby, librarian of Alameda County Free Library, who was to have spoken on "The Help the Large County Library Can Give the Small One." Dinner at the home of Miss Gantt and her mother, followed by another night's rest in the crisp cold of pine-laden air, made the meeting seem a happy vacation.

On Monday, October 20th, a meeting of the executive committee of the California Library Association was held at the Stockton Public Library, where it was decided after considering various places for the next meeting of the California Library Association, to go to Eureka in 1925. That city has many attractions to offer any convention and has long held out a welcoming hand to the C. L. A. Inasmuch as it is hoped that the meeting of the American Library Association will be held in Seattle in 1925, the meeting of the C. L. A. is planned to be held a few days before the larger meeting, with time enough between to permit the journey to be made from Eureka to Seattle. Following the meeting the members of the executive committee were delightfully entertained at the home of Mr. and Mrs. Parkinson.

Plans for the definite undertaking of a well-defined program of "Adult Education" occupied the thought of the committee. Efforts will be made through the leadership of a small committee appointed by the President of the association to work out a plan by which courses of reading upon any desired subject may be prepared through the Extension Department of the University of California at a nominal cost. The plan when perfected will be announced so that all who desire may take advantage of the opportunity for undertaking the prescribed courses of reading.

NEWS FROM RIVERSIDE LIBRARY

Miss Elizabeth Iredell, Riverside, 1923, has been appointed assistant in the Maui County Free Library, Wailuku, T. H. Miss Iredell sailed from Port Los Angeles September 21st.

Miss Mary Adams, student in the winter session, 1923, formerly librarian Atlantic City, Iowa, has been appointed librarian of the Escondido Public Library, San Diego county.

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Miss Nellie P. Chapin, student in the summer session, 1923, and winter session, 1924, and thereafter for some weeks a special student, has been appointed assistant in the University of California Medical School Library, San Francisco.

Miss Ella M. McLoney, one time librarian of the Des Moines, Iowa, Public Library, student in the winter session, 1924, has been appointed assistant librarian, public library, Marshfield, Oregon.

An increase on the assessed valuation of improvements in the city of Riverside will give the library an increase of income of nearly $4000 during the fiscal year 1924-25.

The long course 1924-25 opened October 6th with ten students, one more to enter November 1st.

For the winter session, 1925, Miss Bessie Graham of Philadelphia has been engaged to teach Book Selection; Miss Anna K. Fossler, Reference, and Miss Hildegard Flugel Millar, Business Libraries. A number of other courses will be carried by the librarian and members of the Riverside staff, the instructor in cataloging not yet having been engaged. A feature of this session will be a series of individual lectures on the literature of various sciences, as the literature of economics, the literature of sociology, masters of literary criticism and milestones in educational literature, by members of the faculty of the Riverside Junior College.

PRIMARY EDUCATION EXHIBIT

The primary department of the San Francisco schools had an exhibit at the California Industries Exposition held recently in San Francisco. The exhibit was prepared under the direction of Miss Julia Hahn, primary supervisor of the San Francisco schools. Features which attracted wide attention were:

1. Books that had been made for the first grade by first and second grade children. These project books contained pictures, illustrations and stories.
2. A miniature library which had a poster of rules written by the children, hung in a conspicuous place.
3. Mural borders were used depicting California history. These were made by the children, and included pioneers crossing the plains and an Admission Day parade.
4. A store was an arithmetic project. The children had cut pictures of vegetables from seed catalogs, and sacks of flour, canned goods and other articles which are advertised in magazines. These they placed on shelves and in baskets and the arithmetic lesson was a practical buying and selling proposition.
5. The upper grade children made a moving picture machine for the lower grade children. Yards of pictures were made and placed on a strip of paper. This was rolled and put in a box so the pictures could be shown.

SAFEGUARDING THE CHILDREN

Superintendent A. E. Monteith of the local school department is to be congratulated upon his watchful care of the boys and girls under his charge. Members of his safety squad who daily act as crossing guards carry on their work with the skill of seasoned officers.

Just before dismissal time boys are at each corner. They stop approaching machines if it is necessary and see that all of the little fellows are safe when crossing the streets. Autoists pay just as much attention to the boys as they would to policemen. They recognize the spirit in which the young citizens are doing their work, and willingly co-operate with them.

Mr. Monteith is also carrying on some interesting experiments in student self government, which will, without doubt, be of great value both to the pupils and to the school. He is a forward looking man and is conducting an efficient and up-to-date school system. (Editorial from Times-Gazette, Redwood City, Calif.)

(Continued from page 14)

eight months of successful public school teaching experience, fully twenty-one months of which shall have been in the California public schools. However, all requirements for a long-term Credential must have been fulfilled before a Life Diploma may be granted.

2. How should application be made?
   Application for a Life Diploma must be made at the office of the county superintendent of schools, who will supply the necessary forms.

VI. Course in United States Constitution.

1. What is the requirement?
   A statute enacted in 1923 provides that "all persons granted regular Certificates, authorizing them to teach in the public schools of the state, shall, in addition to existing requirements, be required to pass a satisfactory examination upon the provisions and principles of the Constitution of the United States or complete a course therein in a teachers' training institution **in the State of California**; provided, that a limited certificate, not exceeding one year in term, may be granted without the passing of such an examination or the completion of such a course." The examination is given by county boards of education.
2. Are the holders of Special Credentials exempt?
   Yes. In accordance with a ruling from the Attorney General's office, the holders of Special Credentials have been declared exempt.

CHRISTMAS PROGRAM

(Continued from page 6)

CHRISTMAS CUSTOMS

The Christmas Tree.—The Teutons in celebrating the holiday season began the custom which has come down to us today, the decorating of a fir tree—the Christmas tree, we call it now. When the Teutons decorated the tree it meant to them an honor to the sun, for they thought of it as rising higher and higher in the sky and spreading its light as the spreading and blossoming of a great tree. Lights that twinkle on the Christmas tree are said to mean the flashing lightning in the heavens. The golden apples, nuts and balls represent the sun, moon and stars. The animals hung on the tree imply the sacrifices the early people made to their god.

The Mistletoe.—Mistletoe was cut from the sacred oaks in the olden days by the white-robed priests of the Druids, using a golden sickle. The Druids also used holly and laurel, but they held the mistletoe in the greatest reverence because of its mysterious birth. The mistletoe is a parasite and grows out of the branches of some trees. The plant was supposed to have medicinal power, though it has not been found by scientists today to have any value. After cutting the mistletoe it was kept as a charm to keep away witches. It was supposed to enable people not only to see ghosts, but to make them talk. If the mistletoe were hung around the neck it was a charm that would keep the evil spirits away and bring good luck. The superstition was that a maid who was not kissed while under the mistletoe would not have a husband for another year. The mistletoe is not now a shelter for fairies and sprites, but to us it is an emblem of resurrection and immortal hope. We use the green plant with its glistening, wax-like berries for Christmas decoration and it is a source of fun for old and young alike to catch some one standing under the mistletoe.

The Yule Log.—England and Scotland more particularly are the countries that have fostered the custom of burning the Yule log. Christmas is often called the Yuletide, particularly by the Scotch and English. The ancient Goths and Saxons called their festival Yule, and it is preserved to us in that name. A few days before Christmas the custom was for those celebrating Christmas together to go out into the forest and choose and cut a large log to burn in the fireplace. The log must not be taken into the hall until it was time to burn it, for that would mean bad luck. If the logs were not large enough to burn through the day, then, too, it meant bad luck through the coming year to the family. Many persons gathered in the ancestral halls of England to celebrate Christmas. While gathering the greens and log they merrily sang songs:

> "Lo, now is come our joyfull'st feast!
> Let every man be jolly,
> Eache room with yvie leaves be drest,
> And every post with holly."

When the log was carried in, each member of the family sat on it in turn, hoping to receive good luck. A piece of the log was left with which to light the next year's log. It must have been a happy sight to see the merrymakers in the dim shadows of the halls of the English ancestral homes on Christmas Eve; to see the festoons of Christmas greens, and to hear the merry voices of the family and guests while:

> "The fire, with well-dried logs supplied,
> Went roaring up the chimney wide."

The Boar's Head.—The boar's head in England held the place of honor at the festive board. It was carried in on a large salver by a servant and placed in front of the carver. This stately custom is a reminder of the tale of the student of Queen's College, Oxford, who was attacked by a boar on Christmas Day. The student choked the savage animal with a copy of Aristotle and, cutting off his head, took it home for dinner. The hunt for the boar and the killing has been a great sport in England for many years.

Mince Pie.—Mince pie is inevitably a part of the Christmas menu. We are told that it commemorates in its mixture of Oriental ingredients the offerings made to the Christ Child by the Three Wise Men.

(Continued on page 19)

INSTITUTES AND SCHOOL NEWS

By Morris Wagner

JOINT INSTITUTE IN CHICO

Shasta, Tehama, Yuba, Sutter, Butte and Plumas Counties held a joint institute in Chico on the 22nd, 23rd and 24th of October. Some of these counties held one or two-day local institutes prior to the general meeting. Butte County held separate high school and elementary meetings at Oroville. Sutter County held meetings in the new Yuba City Union High School. Mr. A. R. Heron, assistant superintendent of public instruction, spoke on "School Finance and Equality of Opportunity in Education."

The sessions at Chico were very fine. A splendid group of speakers were secured for both the general meetings and the sectional meetings. Hon. Will C. Wood, Mrs. Grace Stanley, Mr. A. C. Olney, Florence J. O'Brien, Mr. R. J. Werner and Dr. H. B. Wilson were speakers for the institute.

Dr. Virgil Dickson, director of research in the Oakland and Berkeley schools, spoke on "Standard Tests—Their Place in Education" and "Practical Uses of Standard Tests." Dr. Dickson presents his subject very simply and clearly, getting right down to the ground so that the teachers realize where each step is leading as he develops his subject. The injection of a great deal of good common sense into the minds of his hearers, both as to their attitude toward the tests and the manner of handling them, was enlightening and refreshing.

The high school sections were held in the Chico High School, which is one of the finest and most beautiful school buildings in the state. Mr. James Ferguson, principal of the high school, gave a splendid talk on "Guidance of Pupils". Mr. Ferguson can make this subject particularly live and vigorous because, in addition to being a very fine administrator, he has been especially successful in keeping in touch with and guiding the students of his school.

The last day of the institute was devoted to an extensive health program. Dr. Herbert R. Stolz gave a very clear and helpful talk on "Health Supervision and Instruction for the Elementary Schools". Special emphasis was laid on the forming of definite health habits. Superintendent William Hanlon spoke on "Health as an Objective in Education". He makes health one of the distinctly important objectives in the Contra Costa County schools, which have a very fine health program, but then they would for when Superintendent Hanlon starts out after an "objective" his schools are pretty apt to arrive at it.

Miss Mamie B. Lang was chairman of the committee in charge of the institute and deserves a great deal of credit for her splendid management. Miss Lang puts a great deal of spirit into everything she does and always carries the crowd with her.

Superintendent Chas. C. Hughes, president of the Northern Section of the C. T. A., arranged for a meeting of the delegates at Chico during the institute. It was a good meeting and well attended.

YOLO COUNTY INSTITUTE

Superintendent Harriet S. Lee called the Yolo County Institute at Esparto on November 6-7-8, where it was held in the new high school building. The reason for holding it in Esparto rather than in Woodland was due to the fact that the Woodland high school was burned down last winter.

Miss Lee chose some splendid speakers for her institute. Professor Paul F. Cadman spoke on "How Far You Can See, or the Power of Vision." Miss Mildred Moffett, who has been speaking at a number of institutes this fall, spoke on "The Use of Measuring Scales in Penmanship." Dr. Herbert F. Stolz spoke on "The Health Education Program in California."

Professor C. E. Rugh, of the University of California, who has been speaking at several institutes this year, as well as last year, talked on "Humanizing Education." A few of the boys and girls in the senior class of the high school, who are aiming to help earn their way through college, undertook to prepare and serve the lunches during the institute. They did it most successfully and everybody returned to the afternoon sessions in a most cheerful state of mind. Such a successful project in domestic science might well come under the head of "Humanizing Education."

Mr. Frank C. Vincent, formerly of the Vallejo schools, is now head of the Manual Training Department of the Sacramento High School.

Lyrel D. Bullard, who was teaching in the Hamilton City Grammar School last year, has been appointed vice-principal of the Vaca Valley Union Grammar School.

Mr. P. M. Fisher, former principal of the Technical High, was promoted to the position of director of academic subjects in the Senior High Schools of Oakland. Mr. Fisher is a splendid school man and will have larger opportunities in this new position.

THE DAVIS GRAMMAR SCHOOL

Davis recently voted $18,000 to build a new wing onto the grammar school, which will include two class rooms, a playroom, lunchroom and basement. The building is a very good looking one, simple and artistic in line and the new wing, now under construction, will complete it. An especially attractive auditorium is put to use for the townspeople, as well as the school. The community church burned down several months ago and services, Bible classes and all auxiliary work are now held in the school. Homer H. Cornick, the principal of the grammar school, comes from the Alameda High School. His kindergarten increased one hundred per cent this year over last. His school is still called a grammar school, but is giving ninth year work and is aiming to put in the tenth next year. Mr. Cornick has the training and personality that makes a splendid school man and Davis is fortunate in having him.

VALLEJO HIGH SCHOOL

Mr. C. S. Brown, former principal of Vallejo High School, went this year to the new Redwood City High School to teach Science and Mathematics. Mr. C. W. Peck succeeds him as principal of the Vallejo High School. Mr. Peck came to Vallejo to fill the principalship of the McKinley School left open by Frank C. Vincent last year. Mr. Peck is a University of California man and is very highly thought of by Superintendent Cave, who believes in promoting his own school people wherever possible.

An Eminent Physician Says—

"Every school child not only has the right, but it is wrong to deprive it . . . of a thorough physical examination, and this examination should of course include *examination of the eyes.*"

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(Continued from page 17)

Christmas Cards.—Sir Henry Cole, an English lord, is said to be the person who originated the sending of cards at Christmas time. He ordered some made and decorated with sprays of mistletoe and holly and Christmas greens, and a Christmas thought was placed thereon. Many people liked the idea and it has grown and spread until numerous cards are exchanged during the Christmas season instead of presents.

Christmas Carols.—Ever associated with Christmas is the sweet Christmas music which has come to us from many countries. The spirit of peace and good-will has proved an inspiration to poets and musicians alike and our Christmas songs are the most beautiful of those of any season of the year. For centuries Christmas carols have been a feature of the season and how joyous a thing is the carol when sung by a group of children on Christmas Eve to some invalid or old person who cannot go out to the services, but must have the spirit of the holiday season brought to him! And again the white-robed choir singing the hymns of the birth of the Christ how beautifully it blends with the feeling of "peace on earth, good will to men." These carols were sung in the old countries for many centuries and they have come to us in all their richness, beauty and appeal.

CHRISTMAS IN DIFFERENT COUNTRIES

All civilized countries today celebrate the Christmas season, according to their national characteristics. Each has its own customs growing out of the past, but to all it has a significance and deep meaning.

"In Norway, they leave a basket—
The queer little girls and boys—
To be filled by good old Santa
With candies and nuts and toys.

"In Holland, a shoe is waiting,
In Germany always a tree;
But the good American stocking
Is the best for you and me."

France.—In France "Father Christmas" will fill with gifts every wooden shoe he finds awaiting him in front of the fireplace. Christmas carols, Christmas trees, feasts, dancing and giving to the poor, all are a part of the Christmas celebration.

Italy.—Religious services, banquets and gifts feature the Italian Christmas. One of the interesting things people do on Christmas Day is to draw lots from the "urn of fate" and according to the lot they draw, so is the present given to them. Some of the parcels are blank, so it is very exciting to see the result of the draw. There are presents for all, however, which are given later, so the children really need have no fear of being left without a gift.

America.—We all know how Christmas is celebrated in America with church services, Christmas trees, family reunions, gifts, feasts and decorating the homes with Christmas greens, and of the visits of old Santa Claus, who fills our stockings. But Christmas days have some historical significance to us in America.

Columbus entered the port of Bohio in the Island of Hayti on St. Nicholas Day, December 6, 1492. In honor of the day he called the port St. Nicholas. Columbus and his crew were the first white people to spend Christmas on this Continent. The men on the Santa Maria and the Pinta had been looking for rich mines, of which they had heard. Christmas Eve came and a tired group of men were on the ships. As the sea was smooth and there was little wind, the men asked a young lad to keep watch while they retired for some rest. This boy is said to be the first Christian boy to spend Christmas on this continent, but it was an unfortunate Christmas for him. The ship struck on a sand bank and settled. It was a complete wreck. The crew escaped injury, but it was stranded on the island. Later the fortress of Navidad was built of the ship's timbers, which were saved from the sea on Christmas Day by Columbus, his men and some of the natives of the island. A native chief, Guacanagari, entertained Columbus on Christmas Day at a banquet, and we are told that at the feast the chief's clothing consisted of a shirt, a pair of gloves Columbus had given him, and a golden coronet on his head. This must have been a striking costume for a Christmas feast, but we have not made this dress a national costume for the Christmas season.

The year 1607, Captain John Smith of the Jamestown settlement spent Christmas with the Powhatan Indians, for he had been captured by them.

The pilgrims began the building of their new homes in New England on Christmas Day in 1620.

In 1776 Washington crossed the Delaware and surprised and captured nearly 1000 Hessian soldiers making merry on Christmas night.

Christmas of the year 1799 found all America mourning the death of George Washington.

Peace, after the heartrending battles of the World War, made the Christmas season of 1918 one of deepest joy and significance.

Sweden.—These people are noted for their cleanliness. So we find that one of their ideas in celebrating a holiday is to have a very clean home. Before the season begins the house is thoroughly cleaned in preparation of the festivities. The birds help the Swedes make merry on Christmas Day, for the Swedish people place sheaves of green or corn on poles and erect the poles in the yard so the birds, too, may have a Christmas meal! From this custom many countries now have Christmas trees for the birds. On the tree may be hung bits of fruit, suet, seeds or crumbs.

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It is replete with illustrations. In conclusion, there is an article on the use of coffee as a flavoring and a number of chosen recipes by Mrs. Ida Bailey Allen, founder of Mrs. Allen's School of Good Cookery.

This book has been prepared especially for the use of teachers and pupils and will be sent you free upon request. Write to Department 11, Hills Bros., 175 Fremont St., San Francisco, Cal.

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WARNING AGAINST COMMERCIALIZING THE N. E. A.

The following most important resolutions were passed unanimously by the board of directors at the Washington meeting of the National Education Association in July, 1924:

"Whereas, it is manifestly improper both from an ethical and from a business standpoint that the National Education Association should become a selling agency for any commercial article; and whereas, the Association or its departments or its committees are not infrequently solicited to give such endorsements or listings as will promote the sale of articles of this character; Therefore,

"Be it Resolved, that it is against the policy of the National Education Association either as an Association or through its departments or committees to endorse or list as 'approved' any text or reference book or piece of apparatus or article of school supplies.

"Resolved, that any such approval or listing which may have been or may be given is disavowed as against the policy of the Association and not permissible.

"Resolved, that the secretary of the National Education Association supply a copy of these resolutions to the officers of each department and to the chairman of each association and department committee."

At the Boston meeting of the National Education Association in 1922 in an address of warning we said: "Since this is the first meeting of a real National Education Association, organized on a delegate basis, officered by men and women scientifically chosen, with responsibilities well worth while, the N. E. A. must be safeguarded against commercialism."

One vicious phase of commercialism is the misuse of its name. After the Civil War honest Robert E. Lee, despoiled of his property and ineligible for military service, which had been his only profession, the one southern man idolized in the North, was offered the presidency of a new highly important corporation. In conference with the creators of the corporation they said: "We propose a salary of $50,000." "But," he replied, "I certainly cannot earn any such sum as that." "Oh, General, there will be nothing for you to do; we just want your name."

"Well, gentlemen, my name is not for sale. Good day," and he bowed himself out.

The name of the N. E. A.—magic letters—with a paid membership of 140,000 teachers, with highly efficient officers, in a building of its own in Washington, has inestimable commercial value. Those letters—N. E. A.—can be sold for a price that will be a prize. They are sure to be used commercially but usually where personalities prevent wise publicity. There is one use of the letters in which the excuse is that "the end justifies the means," that no charge is made for the books that misuse the name and the appeal for the purchase is the fact that the title page says: "Prepared by the Committee of the National Education Association."

Now the fact is that the National Education Association has had nothing whatever to do with those books. It was never expected or desired, apparently, that it have anything to do with those books. The name was all that was wanted.

"Prepared by a committee of the National Education Association." The National Education Association has never had anything to do with it. It has never appointed any committee to have anything to do with the making or publishing of those books.

In no remote way has the National Education Association had connection with "preparing" or publishing of those books. The National Education Association was never asked to appoint a committee to "prepare" those books. No officer of the National Education Association, no one professionally recognized as prominent in the Association was even remotely connected with the appointment of that committee. It would be easy, off hand, to name a hundred groups of five persons each who would be regarded as more representative of the National Education Association than were those who "prepared" those books.

All this has nothing to do with the merit of the books. Those who believe that "the end justifies the means" will excuse the irregularity, in this appeal to the people to buy these books through misrepresentation.

We refer to this because we sounded the warning two years ago, and here is an opportunity without personalities, without any suspicion of objecting to the books themselves, of so stressing the habit of commercializing the N. E. A. as to stop it, we hope, forever.

There are several more or less commercial activities which use stationery with the name of the National Education Association, so used as to be a claim virtually that they represent the National Education Association. Several advertisers claim that the National Education Association has done what it has never done, what it has never had any suspicion of doing.

It is eminently wise for the National Education Association to broadcast its denunciation of all such misuse of its name for commercial purposes.

(Dr. A. W. Winship, in Journal of Education, October, 1924.)

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November 24, 25, 26 are the dates set by L. E. Chenoweth, Kern county superintendent of schools, for the annual county teachers' institute.

Word comes from Cecil M. Davis, Santa Cruz county superintendent of schools, that her teachers' institute will be held at the Casa del Rey and the Casino in Santa Cruz, commencing Monday afternoon, December 15, and continuing until Thursday afternoon, December 18. San Benito, San Luis Obispo and Monterey counties will hold a joint meeting with Santa Cruz.

Coöperative Curriculum Making

Over 150 teachers throughout the country cooperated with Raleigh Schorling and John R. Clark at the Lincoln School of Teachers College, Columbia University, in working out a modern course in mathematics through experimental teaching in the class room during three years. The course is now incorporated in the Schorling-Clark Modern Mathematics Series, consisting of

Modern Mathematics: Seventh School Year.....$ .88
Modern Mathematics: Eighth School Year.....$ .88
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BOOK REVIEWS

FUNGI AND HUMAN AFFAIRS, With Special Reference to Plant Diseases: by W. A. McCubbin. Here is a handy volume for those who engage in agricultural pursuits in field, garden and orchard. The material is suitable for students of agriculture, nature study or biology reading. The volume makes clear the vitally important part played by fungi and bacteria in modern life. It is illustrated from photographs and with diagrams and original drawings. Recommended for high school use. (World Book Company. Price $1.)

TEACHING AGRICULTURE. An Analysis of the Teaching Activity in Its Relation to the Learning Process, by James B. Berry. The teaching of agriculture is thoroughly handled in this book, which is illustrated with photographs and diagrams and which abounds in references which will be of assistance to teachers and students. Projects and question outlines enhance the value of the work. This is a book for high school classes. (World Book Company.)

HISTORY OF THE PHILIPPINES, by David P. Barrows, revised edition. Owing to his years of educational and governmental work in the Philippine Islands the author is exceptionally well-informed on his subject. Some of the spirit and detail of the volume may be judged when one reads in the author's introduction: "This book was written for Filipino students seeking information not only of their own race and island home but of the place of that race in the history of the Far East and of Europe." The material for the volume was gathered during the author's sojourn in the islands and has been brought to the present date in this revised edition. Maps and a few photographs illustrate the text. (World Book Company.)

PRECIS WRITING FOR AMERICAN SCHOOLS. Methods of Abridging, Summarizing and Condensing, with Copious Exercises; edited by Samuel Thurber. This is a text for the English composition class in secondary schools—high and private schools, where college preparatory work is emphasized. How to extract the thought from an article and summarize it quickly in a few appropriate words is a difficult task. This little volume is an excellent aid to those who wish to learn to summarize quickly and accurately. Examples, questions and exercises make the volume of practical value for there are few books such as this in the field. (The Atlantic Monthly. Price $.90.)

THE KELPIES, by Etta Austin Blaisdell. This successful author of children's stories has added to her list of writings a charming story book for little folk learning to read. The Kelpies live way down at the bottom of the sea and many a thing they learn of life through their experiences. The book is adapted to silent and oral reading. In the former case the stories are easy to understand and retell; in the latter it is good for the development of rapid oral reading and expression. The book is freely illustrated. (Little, Brown, and Company.)

PREHISTORIC MAN. Life in the Old and New Stone Ages, by Mary E. Boyle. The story of the past when properly presented to the young mind can be as fascinating as any fairy tale or story of adventure—so this book on prehistoric man, written in charming style for young folk, is truly fascinating and at the same time instructive. From the opening sentence, "The earth we live on is the most wonderful keeper of secrets," on through pages of the story, past pen and ink and colored sketches, to the closing paragraph, the reader cannot help but be vitally interested in the subject and satisfied as to the romance of living. Higher elementary grades and high school students will find the book of value in their studies and of interest in their reading. (Little, Brown, and Company.)

AN ABOUT-FACE IN EDUCATION. A Primer Interpretation of Some Educational Principles, with a Manual of Writing, Reading, Spelling and Arithmetic. By Adelia Adams Samuels. With an Introduction by Grace Chandler Stanley. Cloth, 260 pages. San Francisco: Harr Wagner Publishing Company.

Our interest in this book was caused by the ardent endorsement by Mrs. Grace Chandler Stanley, California's State Commissioner of Education. It seems that the author of "An About-Face in Education" had been developing and practicing this about-faceness in the State Demonstration School at Cucamonga for two years before she published her demonstration results in this book.

There is a lot of Montessori inspiration in the book, but it is all Americanized, yes, Californiaized by the author. Dr. Grace M. Fernald, professor of psychology in the Southern Branch of the State University of California, vouches for the book as unreservedly as does Mrs. Stanley, and no two educators would have more weight with me than these two.

Here are a few characteristic sentences: "Such small fruit as the educational labors of the centuries have produced were withered and blighted ere they reached maturity, while a vast proportion of the planting has vanished into nothingness before there was even a promise of future development. The principles formulated for our guidance are verbally accepted and actually flouted. The goal of a usefully educated citizenship is impossible of attainment until such time as the practice of the schools is made to conform to their indisputable precepts."

We have never seen anywhere else so definite a demonstration of an "About-Face" in schoolroom functioning as is revealed in this report of achievement in the Cucamonga State Demonstration School. (Journal of Education, October, 1924.)

LESSONS IN CALIFORNIA HISTORY. By Harr Wagner and Mark Keppel. Cloth. Illustrated. San Francisco: Harr Wagner Publishing Company.

California is genuinely the Wonder Land of the New World. It has the greatest range of latitude, greatest variety of climate, greatest variety of products, is superlative in more interests, has the keenest romantic thrill, the most constructive civic and educational progress of any state in the Union, and Mark Keppel and Harr Wagner have the knowledge to be true in fact and the temperament and personality to make the most of every historic incident and geographical advantage. No state has a better history and geography to magnify and none could ask for better presentation of California land and life, for these authors give truth the flavor of fiction.
(Journal of Education, November 6, 1924.)

CALIFORNIA HISTORY NUGGET. Teachers and students of California history will be interested in this California history magazine, which is devoted to the story of the golden West. It is published monthly from October to May by the California State Historical Association, University of California, Berkeley. The subscription rate is one dollar per year but a special rate of fifty cents per child to children in clubs of twenty or more, subscribing to the Nugget, is in effect. Magazines for a group are mailed in one wrapper to the teacher or head of the club. Source material on the Golden State will be found in this magazine from month to month, written in interesting style and supplying the reader with facts which he would afterward find it difficult to get.

Mental Training for the Pre-School-Age Child, by Lillien I. Martin and Clare de Gruchy. Harr Wagner Publishing Co., San Francisco. 108 pages.

Some exceedingly important discussions of processes and "rules" in the education of children—and parents. More than most writers in these fields, the authors understand that there can be little progress in an education that goes on wholly on the inside of the mind of the child, while neglecting consideration of the environmental world within which this educated child is to live.
—J. K. H. (The Survey, October 15, 1924.)

A new magazine, CREATIVE EDUCATION, which will be a monthly review of art, science and modern education in home and school, is to be published at 46 Cedar street, New York City. Editors will be Estelle De Young Barr, Pendleton Dudley and Pelham Barr. The following departments will be conducted:

Pre-School Education.
Pediatrics.
Child Hygiene—School Hygiene.
Exceptional Children—Subnormal Children.
Home Training.
Parent-Teacher Relations.
Child Psychology and Neurology.
Mental Measurement.
Mental Hygiene—Psychotherapy—Psychoanalysis
Heredity—Eugenics—Biology.
Experimental Pedagogy.
Theory and Philosophy of Education.
Methods of Teaching.
School Organization and Administration.
Vocational Education—Vocational Guidance.
Recreation.
The Arts in Education.
Adult Education.
Education and Social Problems.

* * *

Reviews of Good Books.
Reading Guides—Topics for Organization Discussions.
Review of Special Educational Influences — Books, Motion Pictures, etc.
News of Education and Educators.

The Hollywood High School has issued a paper bound booklet entitled "Good Manners." "It is not the intention of this book," the introduction reads, "to cover all the points that are sometimes taken up in complete books of etiquette. It is merely supposed to meet the needs of the Hollywood High School students as indicated by their own questions. There is almost nothing herein that is not a direct answer to some request that a student has made for guidance in matters of ordinary conduct." This booklet is an example of a school functioning in the lives of the pupils for the information it contains should be in the minds of every person.

David P. Hardy, former vice-principal and dean of boys at the High School of Commerce in San Francisco, has been appointed deputy superintendent of schools in San Francisco. He has been associated with the schools in the Bay City since 1916.

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6. Traumerei ..... Schumann
7. Norwegian Dance ..... Greig
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—Robert Josselyn Leonard, Director School of Education, Teachers College, Columbia University.

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—Laurie Doolittle, Elementary Education, State Teachers' College, Kirksville, Mo.

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—Amy Bowman, Primary Supervisor, University of Utah, Salt Lake City.

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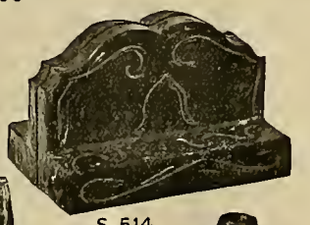
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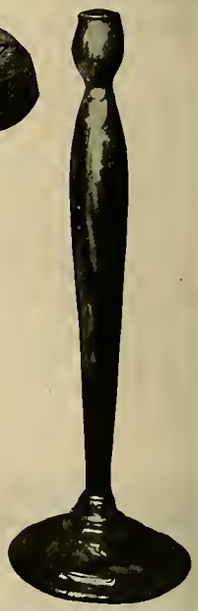
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DECEMBER, 1924

School Radio Programs for the Month

Oakland—KGO

1924
December 8—Christmas Program — Music by A Capella Choir of the College of the Pacific—C. M. Dennis, Director.
Christmas Story.
December 15—The Pathfinders.
Mississippi - Missouri River System.
Music by Mills College.
December 29—The Covered Wagons.
Hudson River.

1925
January 5—The Mission Fathers.
Ohio River.
January 12—The Splendid Idle Forties.
Rio Grande River.
January 19—Discovery of Gold.
St. Lawrence River.

Fresno—KMJ

1924
December 10—The Pathfinders.
Hudson River.
December 17—The Covered Wagon.
Mississippi-Missouri River.
December 24—Christmas River.

1925
January 7—Jediah Smith.
Ohio River.
January 14—The Splendid Idle Forties.
Rio Grande River.
January 21—Discovery of Gold.
St. Lawrence River.

Los Angeles—KNX

1924
December 9—The Pathfinders.
Mississippi - Missouri River Systems.
December 16—Christmas Program.
December 30—New Year's Program.

1925
January 6—The Covered Wagons.
Hudson River.
January 13—The Splendid Idle Forties.
Rio Grande River.
January 20—Discovery of Gold.
St. Lawrence River.

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SCHOOL PRINCIPALS ADVOCATE NEW LAWS

Legislation advocated by the annual meeting of the California High School Principals' Association, held at Oakland recently, has been described by Principal Delbert Brunton of the Fresno High School, who attended the session.

Plans favored follow:

A bill to consolidate schools in union high school districts for the purpose of simplifying systems and decreasing the number of boards of trustees;

Certification of all teachers by state boards instead of by both state and counties; and

Laws allowing junior high and high schools to get funds at same time, vetoed last year.

The Junior College in Sacramento has an enrollment of 660 students, according to Superintendent Charles C. Hughes. A junior college is being built on a sixty-acre plot and the first unit will cost $595,000. The preliminary plans have been drawn. The college sessions are held in the new high school building until the building is completed.

Enrollment of the state teachers' colleges for the present terms, according to the statement of Will C. Wood, state superintendent of public instruction, totals 4683, a large increase over the attendance records of one year ago.

Enrollment at the various state teachers' colleges in California follow: San Diego, 649; Chico, 405; Arcata 191; Fresno, 1053; San Jose, 1115; San Francisco, 803; and Santa Barbara, 467.

Plans are being completed by Architect Benj. Stiles Hayne, 2401 Jackson street, for a two-story brick grammar school building to be erected in San Rafael on the southwest corner of Fourth and E streets for the San Rafael Board of Education. Estimated cost, $50,000. It will contain five class-rooms, teachers' rooms, etc., and will be designed in the English style of architecture. Oliver R. Hartzell is city superintendent of San Rafael schools.

AMERICAN EDUCATION WEEK IN SAN DIEGO, CALIFORNIA

By Henry C. Johnson
Superintendent of Schools

American Education Week in San Diego was a united observance by the schools, and with the business club and civic interests. The week started off with the issuance of a four-page information and program bulletin arranged by the superintendent of schools and sent to each home in the city. Special sermons on education were delivered from the pulpits of ten churches. Educational programs were held in most of the clubs and civic organizations of the city. Three new school auditoriums were dedicated during the week. The principal stores displayed artistic window cards and exhibits prepared by the schools. The mayor, a representative of the American Legion, the city superintendent of schools and others gave a series of radio talks which were picked up all along the Pacific Coast, while the newspapers devoted over seventy columns of news space to articles and cuts in regard to the schools.

As a result of the campaign, 11,409 classroom visitors registered in the thirty-two schools, which represents one person out of every nine in the city.

The head of the schools received many congratulatory letters upon the work being done in the classrooms from persons who had been brought to realize the educational force of modern school matters.

NEWS FROM SAN DIEGO SCHOOLS

The San Diego teaching force includes 672 different individuals. Many of the day school teachers are also teaching in the evening school.

The Annual San Diego City and County Institute will be held at the Theodore Roosevelt Junior High School on December 17, 18 and 19. Educators of national importance will give the general lectures. A number of conferences will also be held for the consideration of educational promlems.

Enrollment in the Evening High School now totals 2975 and in the Smith-Hughes sewing and millinery classes, 710. Fifty-two courses in practical subjects are offered at the Senior High School building and extension classes have been organized at Fremont, Stockton, Ocean Beach and La Jolla schools.

An Americanization program which will insure the enrollment of every non-English speaking person in San Diego in an English class is being worked out and will be put into effect during American Education Week.

The following school auditoriums were dedicated American Education Week in San Diego:

Florence School Auditorium, November 18th, 7:30 p. m.

La Jolla High School Auditorium, November 13th, 8 p. m.

Encanto School Auditorium, November 21st, 8 p. m.

San Diego school banks have advanced since January, 1923, to a position showing twenty school banks and deposits of over twenty thousand dollars, and what is decidedly more important in character building, there are over 7,000 depositors.

San Diego has kept pace with other up-to-date cities in establishing a census system which keeps accurate check on all children enrolled from kindergarten through high school or part-time school.

When a child enters school for the first time, either as a beginner or as a transfer from another city, a permanent record card is made for him, on which is kept his school history from year to year until he graduates or becomes eighteen years of age. By means of transfer slips, all changes between San Diego schools are checked, so that the amount of time lost while moving from one school to another is reduced to a minimum. Work permits are made out in the central office, fourth floor, U. S. National Bank Building, where by means of the pupil's card, his age can be verified. This overcomes the practice of misrepresenting a child's age in order that he may stop school to go to work. Many boys and girls are kept in school one or two, and sometimes three, years longer because of the census records.

GIRLS' DAY IN SAN DIEGO

The junior high school girls of San Diego, California, literally ran the city and county in all of its administrative and civic functions for one full day last week. They prepared for this with great care, and every department of the city and county government prepared its work so that the day was a visit that could be handled without undue complexity in its relation to past days, or to other departments. The mayor and all other city and county officials entered into the plan with great heartiness.—(Journal of Education, November, 1924.)

An investigation is being conducted in Pasadena by the child welfare department of the public schools as to whether that committee shall recommend to the school board a so-called twenty-four-hour school for the prevention of delinquency. The results of the investigation will be announced in June, 1925. Pasadena, it is said, is on the average of other cities regarding conduct of its growing citizens, but, it is pointed out, it is a growing city and the child welfare department wishes to do its best for the children. Santa Ana has such a twenty-four-hour school system. The county and city have furnished the land and buildings, the school district provides the instruction. The school is administered by the county probation officer. The Santa Ana institution is said to be the first twenty-four-hour school to be established in California except for state institutions such as Whittier State School.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

W. L. Stuckey, district superintendent of Huntington Park Grammar Schools, has been carrying on a visual education program in Huntington Park that has aroused the attention of educators throughout California. Mr. Stuckey has endeavored to take advantage of the latest and most accepted modes of presenting the visual education program.

Every school in the system, some seven in number, are equipped both with a Balopticon and also a moving picture machine.

This visual education work is directly under the hands of the director of visual education, Charles Denning. Close cooperation is made with the Los Angeles County Superintendent's office through the aid given by Mr. H. S. Upjohn, assistant superintendent of schools, in charge of visual education.

The visual education work is made part of the regular routine of each school.

Mr. Denning, the supervisor of this activity, has a program scheduled some two months in advance, so that each school and each teacher can know the dates upon which class preparation must be made for proper co-ordination of picture and class recitation. Much emphasis upon project work has been one of the results of this visual education work.

Bell, California, a suburb some ten miles from the city of Los Angeles, in 1920 had a population of 250—in December, 1924, the estimated population is over 10,000. C. H. Smith, district superintendent of the Bell schools, has the task of meeting this tremendous growth problem. The system now includes three schools, 48 school employes and some 1200 children enrolled. Additions to the Harding school are now being made at a cost of $85,000. With the additional rooms this will be a 16-unit structure. The Woodlawn School has nine rooms and at the Atlantic School the intermediate grades are instructed in a central building and bungalow units. Mr. Smith has had much success in several educational experiments with the elementary grades.

Maywood, the adjacent district to Bell, has had as tremendous a growth. In 1920 the district had one teacher and thirty-five pupils; now, in 1925, District Superintendent Hatch has some 40 teachers, some 1200 pupils, two schools and another under construction.

Otto J. Harvey, district superintendent of Compton grammar schools, has had an average yearly increase in attendance of 58 per cent for the last three years. The system now has some five schools, a teaching corps of 60, and a school enrollment of 1750. This year has seen the completion of the Abraham Lincoln structure—a six-unit building—and of 12 units at the Orange Street building. A recent bond issue of $140,000 is being used to purchase two new sites and to erect the first units of two new schools.

Mr. Harvey has found during the last two years that the keeping of attendance charts shows much significant interest data. Mr. Harvey has been instrumental in seeing that some five University Extension courses are carried on in Compton.

Miss Nancy Gertrude Milligan, last year elementary supervisor for San Diego city schools, and this year instructor in the Bellingham Normal School, Bellingham, Washington, and supervisor of elementary grades in Bellingham, is aiding in the formation of a new elementary course of study for Bellingham.

Mrs. Helena Smith is principal of the new Maple Avenue School at Fullerton.

C. A. Marcy, district superintendent of Fullerton schools, believes in school club work. Each teacher is in charge of some club and Mr. Marcy himself has a group.

James A. Davis, district superintendent of Watts, has more children enrolled in school now than was the population of Watts seven or eight years ago. The teaching force now numbers 100 teachers and the enrollment exceeds 3400.

Miss Ethel I. Salisbury, head of the department of Course of Study of the Los Angeles city schools, has seen the publication of several of the courses for the lower grades this fall. Miss Salisbury is the author of the Activity Curriculum published by the Harr Wagner Publishing Company, which is receiving widespread attention throughout the United States and Canada.

Miss Elga M. Shearer, supervisor of kindergartens and primary grades of the Long Beach city schools, gives an excellent review of Ethel I. Salisbury's "Activity Curriculum," in the Long Beach Superintendent's Bulletin.

The meetings of the California Teachers' Association Central Section were held at Fresno, November 24, 25, 26, 1924. At Fresno were also held the annual county institutes of Fresno and Madera counties and Fresno city. Concurrently was held the Kings county institute at Hanford, the Tulare county institute at Visalia, the Merced county institute at Merced, and the Kern county institute at Bakersfield.

L. E. Chenoweth, county superintendent of schools of Kern county and president of the California Teachers' Association Central Section, together with Charles Edgecomb, district superintendent of Selma schools, first vice-president, Mrs. Meta N. Footman, county superintendent of schools of Madera county, secretary, and Louis P. Linn, principal of Washington High School, had secured an exceedingly able group of speakers for each of the five separate meetings.

Clarence W. Edwards, county superintendent of Fresno county; Wm. John Cooper, superintendent of Fresno city schools, and Mrs. Meta N. Footman, county superintendent of Madera county, had some 2000 teachers in attendance at the Fresno meeting—a number in excess to that of any previous occasion.

Dr. F. B. Knight, member of the faculty of the University of Iowa, spoke on the essentials of learning and also took up a new plan for the teaching of arithmetic.

Miss Madeline Veverka, supervisor of primary and kindergarten work in Los Angeles city schools, was heard in two excellent talks—one on primary education, at the meeting of the elementary section, and the other on The Immigrant from Central Europe, at the Y. M. C. A. auditorium.

Dr. W. M. Proctor, Department of Education, Stanford University, advocated consolidation of grammar schools in the same manner that high schools are now merged in California. He stated that in California the average high school had 15 teachers and 350 pupils, while in other states the average was 4 teachers and 60 pupils.

O. S. Hubbard, principal of the Madera Grammar School, was elected president of the California Teachers' Association Central Section and Mrs. Meta N. Footman, county superintendent of schools of Madera county, was elected secretary.

Delegates to State Council chosen were S. J. Brainerd, Tulare; L. E. Chenoweth, Bakersfield; W. J. Cooper, Fresno; C. J. Geer, Coalinga; Miss M. L. Richmond, Kings county; Charles Teach, Bakersfield; R. J. Teall, Madera.

L. E. Chenoweth in his presidential address stated that the membership of the Central Section, C. T. A., now totaled 2043. In 1922 the membership was 800, in 1923, 1347.

Will C. Wood State Superintendent of Public Instruction for California, gave an address on "Interpreting the American Spirit Through Literature." It was a speech of power and appeal.

Lowered Efficiency from Eyestrain

R. M. Little, Director of the Safety Institute of America, states that "Lowered efficiency on account of defective vision runs as high as 50 to 60 per cent in some cases."

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THEATRICAL —— MASQUERADE

Dean Ellwood P. Cubberley of Stanford University spoke on "Changing Character of the High School."

The exhibit of public school drawing of the Fresno city schools attracted much attention, as did also the handiwork of the class individually instructed by Miss Lilias Buchanan of the Fresno city schools.

Mrs. Margaret H. Hubbard of Madera presided at the meeting of the Dramatic Section. Mrs. Hubbard these last months has had charge of the dramatic contests among the various schools of Madera and Fresno counties.

W. A. Otto, principal Kerman High School, discussed "English in the Schools." Discussion was led by John Wash of the Lone Star School.

Dr. David P. Barrows of the University gave a talk on "Timbuktu and the French Sudan."

Exhibits at the Fresno meeting of the California Teachers of both books and school supplies was one of the largest ever held in recent years.

C. F. Weber & Company of San Francisco and Los Angeles had a large exhibit of school supplies. W. L. Johnson, H. M. Condley, W. L. Collins were in charge at Fresno.

The Visual Education Bureau was represented by Howard H. Hill. The United Cinema Company by Albert M. Beatty of New York.

Book companies exhibiting and their representatives were as follows: Owen Publishing Company, Mrs. Alice R. James; Rand-McNally, C. W. Beers; Ginn & Company, F. A. Rice, J. O. Tuttle; Houghton-Mifflin, Mr. Loomis; World Book Company, Mrs. R. S. Jones; Morrill Book Company, Thos. P. Horn; John C. Winston Company, W. C. Harper; Laidlaw Bros., R. E. Laidlaw; D. Appleton, John F. Hargraves; Gregg Publishing Company, Miss E. S. Adams; Harr Wagner Publishing Company, Putnam and Blakiston, W. M. Culp.

C. S. Weaver, county superintendent of Merced County, and T. B. Price, county superintendent of Mariposa County, held their institute at Merced, November 24, 25 and 26. Some 200 teachers were in attendance.

Miss M. L. Richmond, county superintendent of Kings County, will hold her institute at Hanford. As an innovation the teachers of southern Fresno County—that is, those of the Coalinga region—were permitted to attend the Hanford institute.

Six hundred teachers attended the institute held by Superintendent L. E. Chenoweth at Bakersfield.

CHARLES H. SHINN

Charles H. Shinn, California writer, guardian of Uncle Sam's forests in the Golden State, through whose book reviews many people found help in choosing books for libraries, schools and children, passed away at his home in Ukiah, recently. Whenever he sent out stories, and publicity of the forests, he always, during his forty-seven years of service, enclosed a cedar sprig and his material was known by that token in every newspaper office in the West. He was located at Northfork for many years and at the same time was book reviewer for the Fresno Republican. One of his thousands of friends writes of him: "His pen is laid down, and his work all done—save for the fact that his eager spirit goes on helping all of us who have known and loved him."

SANTA CLARA COUNTY SCHOOLS TO HAVE EDUCATIONAL TESTS

At the regular quarterly meeting of the principals of the larger rural schools of Santa Clara County held in the office of County Superintendent Hancock, a program of educational measurements was launched.

Dr. James De Voss of the San Jose Teachers' College, an expert along this line, convincingly presented "The Services of a Measurement Program". A number of the principals had been using tests in their schools, and were ready to vouch for their usefulness. They conceded them one of the most efficient means of improving the quality of teaching. Dr. De Voss' talk was followed by a round table discussion, during which the relative values of a number of educational tests were set forth. The principals unanimously agreed that no educational system is complete without a program of measurements.

The Stanford achievement test was adopted as the basis of the testing program. It was recommended that a uniform system be followed throughout the county, including the time of giving the tests, the filing of duplicate profile cards for each pupil; one set of cards to be filed in the office of the county superintendent, the other set to be filed in the respective schools.

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The Petershams, who are rapidly becoming known as the foremost illustrators of children's books, have outdone themselves in this new book for the second graders. The Bear, the Rabbit, the Squirrel, Wee Robin and the dozens of other delightful characters, animal and human, live and breathe. The co-operation between author and artists is remarkable and unusual. It is certainly a strange child who will not love this book, and find real friends in the nineteen charming stories and poems it contains.

It is graded, as are the two preceding books, by Thorndike's "The Teacher's Word Book;" there are silent reading exercises and interesting word games; in short everything possible has been done to make IN ANIMAL LAND an ideal reader for second grades.

The price is eighty cents, subject to the usual discount, and anticipating an enormous demand I have ordered a very large stock, which is already on the way. Enough copies are here already to provide samples for the first hundred who are interested enough to write and ask for one.

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SACRAMENTO CITY AND COUNTY JOINT INSTITUTE

By Morris Wagner

Approximately 1300 teachers gathered at the new Sacramento High School to attend the joint city and county institute held on November 24, 25 and 26.

Chas. C. Hughes, superintendent of Sacramento city schools, and R. E. Golway, superintendent of the county schools, combined their efforts in planning the program, and the result was one of the most enlivening and interesting institutes held so far this year.

The speakers included H. B. Wilson, superintendent of the Berkeley schools; William John Cooper, superintendent of Fresno city schools; Dr. W. W. Kemp, dean of education of the University of California; Dr. Stanley Rypins of the San Francisco State Teachers' College; Miss Mary Cravens of the Sacramento city schools; Dr. J. B. Lillard, president of the Sacramento Junior College, and Wm. H. Hanlon, superintendent of Contra Costa county schools.

Mr. Cooper talked on "Training for Effective Citizenship" and the "Development of a Human Personality," two subjects which are uppermost in the minds of educators. Mr. Cooper spoke with a great deal of vigor and feeling. He is sincerely stirred by conditions as they are and the vast amount to be accomplished in these two essential phases of education.

"New Types of Curricula" was the subject of one of Dr. Kemp's talks, which was of special interest to the teachers. He urged that we should get away from the idea that school is merely a preparation for life and that we should fully realize that school for the child is life.

Wm. H. Hanlon talked on "The Vital School." The vital school is that school in which exists the realization that for twelve years it has a hold upon the youth which no other organization has, and that hold is to be used not merely for the teaching of subjects, but for such true education that young men and young women will have profited in the broadest sense by their contact with the public schools. Mr. Hanlon spoke also on "How Measurements Function." He has done, with the cooperation of Dr. Franzen of the University of California, an unusually careful piece of work with measurements in Contra Costa County and in the section meeting in which he talked was able to answer a great many questions which were matters of concern to the teachers.

Dr. Rypins' subjects were "The Mind in the Making" and "The Race Between Education and Catastrophe." In the latter talk the teachers agreed heartily with about half of what he said and disagreed violently and audibly with the other half. His addresses were witty and humorous, and he kept his audience with him in spite of the fact that he denounced many subjects in the curriculum which almost universally we consider fundamental and basic. The subject upon which he claimed the most emphasis should be placed and which should be one of the present and basic problems of education is physical education. He means physical education in its broadest sense—the developing of strong, healthy bodies, the foundation upon which all the rest can be built; for if the child does not have health, what does all the rest profit him?

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Miss Mary Cravens, supervisor of science in the Sacramento city schools, spoke to the general assembly on the National Education Association. Miss Cravens was one of the California delegates and the teachers greatly enjoyed her interesting personal account of the meeting. As she reported the action taken by the association on certain subjects, there was a round of clapping, an indication of a lively interest on the part of the teachers in the work of the association.

Mrs. Charlotte B. Madeley presented some very good ideas in primary reading, which the teachers reported as being very helpful.

The Sacramento city schools' department of music, under the direction of Miss Mary Ireland, supervisor of music, is exceptionally fine. Good music was played for the institute. One of the most delightful programs was given by the Sacramento Music Teachers' Ensemble. There are about fifteen music teachers in the Sacramento schools, and among them some gifted musicians.

Pomona school people are agitating the question of new schools. It is reported that except for two temporary buildings, no elementary schools have been built in that city for the past ten years. Superintendent Guy V. Whaley is asking that a bond issue be held so that new schools may be built in the near future.

The Riverdale night school, Riverdale, California, is reported to have the highest percentage of enrollment that has been reported to the State Board. It is said that 350 per cent of the day school enrollment is represented at the night school.

The "Palmer Penmanship Pointers," a magazine issued monthly by the A. N. Palmer Company, has an exceptionally interesting article this month written by Mr. Palmer, of his and his wife's trip abroad last summer. The magazine is newsy and helpful and is published for the benefit of the schools. It is helpful to teachers and students alike as its purpose is penmanship instruction.

Work on the new $100,000 class room, study hall and library building of the Kern County High School is progressing. The building will probably be completed by July. The new $49,000 heating plant has been completed and is now giving good service.

Bids are soon to be let for the high school which is to be built in Watts. The plans have been submitted to County Superintendent Keppel. The sum of $124,000 is to be spent on the structure. Building will probably begin the first of the year.

At a recent meeting of the Humboldt County Supervisors an order was made asking for bids for the purchase of the $70,000 block of elementary school bonds voted on at the recent election in Arcata.

THE USE OF VISION CHARTS IN THE SCHOOL ROOM

While it is obviously not the duty of the teacher to supplant the trained oculist or optometrist, she can nevertheless aid greatly in reducing the number of cases of eyestrain prevalent among school children. In this respect, the Eye Sight Conservation Council of America recommends the use of a Vision Chart.

Commenting upon this subject, the Council states that "a preliminary examination will permit the detection of most cases seriously handicapped by defective vision, but it should be borne in mind that perfect vision does not mean perfect eyes—normal vision does not necessarily indicate a normal eye. Many children with perfect vision have red eyes, may complain of headaches and be backward in school, resulting in latent errors of refraction not indicated by vision less than normal. Such defects can only be detected by a specialist."

Naturally the most desirable solution to the problem is an arrangement whereby each pupil is given a thorough eye examination by a competent optometrist at least once a year. But in schools where such an arrangement does not exist, and in com-

(Continued on page 9)

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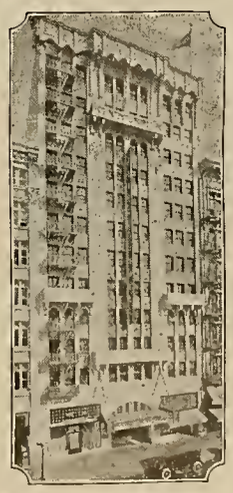

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SACRAMENTO CITY AND COUNTY JOINT INSTITUTE

By Morris Wagner

Approximately 1300 teachers gathered at the new Sacramento High School to attend the joint city and county institute held November 24, 25, 26.

Charles C. Hughes, superintendent of Sacramento city schools, and R. E. Golway, superintendent of the county schools, combined their efforts in planning the program and the result was one of the most enlivening and interesting institutes held so far this year.

The speakers included H. B. Wilson, superintendent of the Berkeley schools; William John Cooper, superintendent Fresno city schools; Dr. W. W. Kemp, the dean of education of the University of California; Dr. Stanley Rypins of the San Francisco State Teachers' College; Miss Mary Cravens of the Sacramento city schools; Dr. J. B. Lillard, president of the Sacramento Junior College, and William J. Hanlon, superintendent of the Contra Costa county schools.

Mr. Cooper talked on "Training for Effective Citizenship" and the "Development of a Human Personality," two subjects which are uppermost in the minds of educators. Mr. Cooper spoke with a great deal of vigor and feeling. He is sincerely stirred by conditions as they are and the vast amount to be accomplished in these two essential phases of education.

"New Types of Curricula" was the subject of one of Dr. Kemps' talks, which was of special interest to the teachers. He urged that we should get away from the idea that school is merely a preparation for life and that we should fully realize that school for the child IS life.

William H. Hanlon talked on "The Vital School." The vital school is that school in which exists the realization that for twelve years it has a hold upon the youth which no other organization has, and that hold is to be used not merely for the teaching of subjects but for such true education that young men and young women will have profited in the broadest sense by their contact with the public schools.

Mr. Hanlon spoke also on "How Measurements Function." He has done, with the cooperation of Dr. Franzen of the University of California, an unusually careful piece of work with measurements in Contra Costa county and in the section meeting in which he talked was able to answer a great many questions which were matters of concern to the teachers.

Dr. Rypins' subjects were "The Mind in the Making" and "The Race Between Education and Catastrophe." In the latter talk the teachers agreed heartily with about half of what he said and disagreed violently and audibly with the other half. His addresses were witty and humorous and he kept his audience with him in spite of the fact that he denounced many subjects in the curriculum which almost universally we consider fundamental and basic. The subject upon which he claimed the most emphasis should be placed and which should be one of the foremost and basic problems of education is Physical Education. He means Physical Education in its broadest sense—the developing of strong healthy bodies, the foundation upon which all the rest can be built—for if the child does not have health, what does all the rest profit him?

Miss Mary Cravens, supervisor of science in the Sacramento city schools, spoke to the general assembly on the "National Education Association." Miss Cravens was one of the California delegates and the teachers greatly enjoyed her interesting personal account of the meeting. As she reported the action taken by the association on certain subjects there was a round of clapping, an indication of a lively interest on the part of the teachers in the work of the association.

Mrs. Charlotte B. Madeley presented some very good ideas in primary reading—which the teachers reported as being very helpful.

The Sacramento city schools Department of Music, under the direction of Miss Mary Ireland, supervisor of music, is exceptionally fine. Really lovely music was played for the institute. One of the most delightful programs was given by the Sacramento Music Teachers' Ensemble. There are about fifteen music teachers in the Sacramento schools and among them some really gifted musicians.

Arleigh C. Griffin, head of the department of High School Research in Los Angeles, passed away the first week in December, following an operation. Mr. Griffin had been in the Los Angeles city school system for several years. His educational record during that time marked him as one of the coming leaders of the State. He had recently been promoted to the head of his department.

The Ventura County Institute, which was held at the Fillmore Union High School, November 24, 25 and 26, held a strong patriotic note, as the general session on the closing afternoon was devoted to patriotic addresses by two American Legion men and the singing of patriotic songs. Other speakers at the institute were Dr. William Conger Morgan, president American Chemical Society; Clara Smith, president of the County Board of Education; Dr. Miriam Van Waters, superintendent Juvenile Hall and referee of Juvenile Court, Los Angeles; C. L. Glenn, director Physical Education, Los Angeles; Mrs. Jane McKee, Department of Education, University of South-

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ern California; Fred Meyer, Ventura County Boy Scout executive: and Dr. Leroy Stockton, Department of Education, Santa Barbara State Teachers' College. The American Legion speakers were Rev. William E. Patrick and Captain S. N. Dancey. Blanche T. Reynolds is superintendent of the Ventura County schools.

(Continued from page 6)

munities where the child's parents are negligent of this phase of his welfare, the Vision Chart will prove extremely valuable in detecting symptoms of defective vision which might otherwise be readily apparent.

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CREATIVE EDUCATION IN SAN FRANCISCO STATE TEACHERS' COLLEGE

(Reported by Marguerite Lentz and Wilma Kindt, student teachers. Work done under supervision of Mrs. Evangeline Adams Spozio, supervisor of seventh and eighth grades.)

Room 17 had started on the morning's work and each member of the class was devoting his attention to either arithmetic or geography. Suddenly, Melvin, with an expression of dissatisfaction, always evident on his face when he desires more work, raised his hand. The managing teacher giving permission, he came to the desk and said, "Plee-a-se, Miss Lentz, are we going to give a geography program this section?"

"Yes, Melvin, I am glad you brought up the subject. I will put it before the class right away.

"Attention, class!

"Melvin has just asked me if we are going to have a geography program. What do you think about it? Have you any suggestions?

"Yes, Douglas, what do you suggest?"

"I suggest that we form an organization."

"Why? What need is there for one?"

"Well—a—it would—a bring everybody together and then we could think better."

"That is a very good suggestion. How many agree to Douglas' suggestion?"

All hands raised.

Douglas, jumping suddenly from his seat and speaking hurriedly: "Let's nominate a chairman. I nominate Jack."

Several members of the class were immediately nominated and a secret ballot was taken. Jack was elected chairman of the geography program. A secretary and a program committee were then voted for. We had just turned the class over to the chairman, when we discovered that it was time for "special subjects," so the meeting adjourned with the satisfaction of knowing that the fate of the geography program rested in the hands of an able leader.

Miss Kindt and I decided, after the class had been dismissed, to take a short period each day for the meeting. We also decided to allow the chairman to conduct the class entirely without our aid and also to permit him to handle the usual discipline problems which arise during times of excitement.

At the next meeting, after the reading of the minutes by the chairman, he called for suggestions for naming the program. "The Dream Ship," "Hike Across the Continent," "Trip by Water," and "Talks by Radio" were suggested. A vote was taken and the latter subject won by a large majority.

We then, so to speak, faced a wall of difficulty, the question being, "How can this subject be developed?"

All agreed, however, that the talks would be broadcasted. A central broadcasting station was suggested, and on the heels of this suggestion from Robert, Evelyn, ever willing to be of service, jumped up and declared, "I have a radio and I can bring it from home if we —"

She was silenced by the haughty tones of the chairman, for in her excitement she had forgotten all rules of parliamentary law. Nevertheless, she started the very idea around which the whole program was developed.

"From home!"

Ah! There is the magic word. In a flash, Victor was addressing the chairman: "Mr. Chairman, I suggest that we have radio talks broadcasted from the different countries and have somebody tune in on them. Maybe it could be a whole family, like, for instance, Mr. and Mrs. Jones and Johnny Jones."

With one voice the class agreed and then all the suggestions in the world came pouring in from twenty voices at the same time. The chairman recovered his proper dignity, which he lost during his assimilation of the amazing idea, and through his efforts the class was soon in order. The meeting adjourned immediately with everybody, including the teachers, in a joyous mood, for the spirit of Radio had taken possession of us.

We were now, so to speak, "approaching the crisis." The following meetings were conducted with all the fervor prevalent at an old-time meeting. The business now in hand was that of appointing the lucky members of the Jones family. Jack was Mr. Jones, Grace as Mrs. Jones, and Melvin as Johnny Jones, were chosen.

During this discussion as to "who should be who", Victor suggested the idea of having an Old Sea Captain Jones who would unexpectedly return from his wanderings to the bosom of the Jones family and recount his adventures at the beginning of the program. This was hailed by all as a "great idea".

At this meeting it was also suggested that the class choose a more suitable name for the program than "Talks by Radio", and the title "Every Day Life in Many Lands" was chosen.

We now had the outline assembled and the next work was to develop it. Miss Kindt and I had often found Victor writing poetry when he should have been doing "interest" or "Australia", so we knew of his talent. At our suggestion he wrote a charming little introduction and conclusion to the program. Our next meeting did away with all details as to how to "go about it". The entire procedure was decided on, the class criticizing and building up each suggestion.

Rehearsals began the next step and we had three before the program was given. These rehearsals as they proceeded were criticized by the entire class. With a few words of advice here and there from us, they built up the entire method of procedure, deciding on the most appropriate time for Captain Jones' dramatic homecoming, his present of lollypops to Johnny, his amusement at learning "those Chinks talking right here in me son's parlor in Americky" and his futile attempts to follow Johnny's instruction of how to tune in on the radio.

A great difficulty had to be overcome in showing the slides. It was decided that the speaker would absolutely ignore the fact that slides were being shown. Many a—"this is a picture of a—" was said, much to the embarrassment of the unlucky speaker and the disgust of the class before everyone was broken of this habit.

Besides attending rehearsals each member of the class was organizing and reorganizing his own speech until it had been pronounced satisfactory.

At last the great day came. As early as eight o'clock the leading characters of the Jones family were at school and aided in the setting of the stage.

Success was for Room 17, and surely it was deserved, for everyone had labored long and well. We believe that every member of the class deserves great praise. No one spared himself in his efforts to make it successful; no one from Melvin, who started the program by his question, down to Jessie, who said the last word in the conclusion. We, the teachers, truly believe that we gained success because the motto of the high grammar classes of the Frederic Burk School, "Co-operation and consideration for the rights of others," was observed by all.

EVERY-DAY LIFE IN MANY LANDS

By Room 17

Introduction—Jessie Wilson:

The Jones' Family's got a radio,
We'll try it out tonight;
I've never heard one in my life,
But I think they are all right.

They'll tune in from John Muir School
And get some distant station;
They say that their new radio
Is the best in all creation.
—Composed by Victor Anderson.

Scene—Parlor of Jones' Family:

a. Jones' Family.
   1. Father—Jack Clements.
   2. Mother—Mary Jane Foster.
   3. Sonny—Melvin Varnhagen.
   4. Sea Captain—Victor Anderson.

Entrance of Jones' Family. There is a knock at the door and the Old Sea Captain enters. He greets them all and then sits down and they talk about their radio. No station is broadcasting, so he tells about his adventures on the "Dream Ship" (taken from National Geographic Magazine, January, 1921, pages 1 to 52). After he finishes his talk, Sonny Jones tunes in on the radio.

Radio Talks:

1. Station D-M-K-Timbuctoo.
   The Sahara and Lybian Deserts of North Africa—Douglas Kelley.
   a. Bibliography:
      1. Geographic magazines—Jan., '24; Oct., '22; Sept., '24.
      2. The Sahara Hunters" — Rolt Wheeler.
   b. Pictures:
      1. Geography Magazine—Jan., '24, and Oct., '22.
      2. "The Sahara Hunters" — Rolt — Wheeler.
      3. Slide 5—The Sahara Desert.
2. Station A-L-A-S-K-A. Object of this talk is to correct incorrect impressions of Alaska.—Mignon Beck.
   a. Bibliography:
      1. "Little Journeys to Alaska."—Marion George.

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2. Advanced Geography.—McMurray and Parkins.
3. From uncle who had visited there.

b. Pictures:
1. Slides—
17—Road along Indian River.
4—Bridge over Indian Alaska and Road River.
1—Juneau—Panorama.
2—Juneau—Main Street.
9—Eskimo family and hut.
2—Eskimo women and child.
5—Native women.
7—Totems of Kassau.
8—Top of totem pole.
5—Eskimo fish drying rack.
24—Drying fish on Yukon River.
30—Hydraulic mining—Dawson.
29—Treadwell gold mine.
17—Dandson Glacier.
12—Seal Island.

3. Station I-N-D-I-A:
Interesting and unusual information concerning India.—Marie Sargent.

a. Bibliography:
1. Advanced Geography.—McMurray and Parkins.
2. Asia.—Carpenter.

b. Picture—Slides:
1. Priest.
2. Native boats.
3. Cashmere shawl maker.
4. Medicine man.
5. Hindoo priest.
6. Taj Mahal.

4. Station S-R-K:
From Narrobi, East Africa. Natives and customs of East Africa.—Stanley Klopstock.

a. Bibliography:
1. African campfires.—S. E. White.

b. Pictures:
1. African campfires.—S. E. White.
2. Land of Foot Prints.—S. E. White.

5. Station L-M-L.:
Switzerland—Its glaciers and mountains.—Lillian Lanz.

a. Bibliography:
1. Swiss Journals—Home.
2. Father.

b. Pictures—Slides:
1. Alps.
2. Glacier.
3. Fissure in glacier.
4. Swiss guide's house.

5. Guide leading tourists up Alps.

6. Station L-O-N-D-O-N.—Evelyn Lucas.

a. Bibliography:
1. Carpenter's Reader.—Carpenter.

b. Pictures—Slides:
1. London Bridge.
2. Streets of London.

7. Station E-G-Y-P-T.—Robert Mello.

a. Bibliography:
1. Advanced Geography.—McMurray and Parkins.

b. Pictures—Slides:
2—Suez Canal.
32—Mail boat.
36—Village.
4—Bazaar day.
33—Snake charmer.
28—Snake eater.
25—Poppy field.
20—Sphinx and Pyramid.

8. Station A-R-A-B-I-A.—Jean Campbell.

a. Bibliography:
1. Asia.—Carpenter's Reader.

b. Pictures:
1. Nation Geography.

9. Station J-A-P-A-N.—Jessie Wilson.

a. Bibliography.
1. Journeys to China and Japan.

b. Pictures:
1. Journeys to China.
2. Slides.
1. Interior of Japanese home.
2. Japanese sleeping.
3. Picture on page 13 of "Journeys to China."

10. Station M-H:
Etiquette and religion of China and Japan.—Madona Hartley.

a. Bibliography.
1. Little Journeys to China.—George.

b. Pictures:
1. Little Journeys to China.—George.
2. Slides.
1. Chinese funeral.
2. Chinese idols.

Conclusion

Sea Captain comments on program. After a short conversation the family exits.

Conclusion.—Jessie Wilson.

The family all enjoyed it—
We hope you enjoyed it, too,
'Cause all the pupils did their bit
To see the program through.
—Composed by Victor Anderson.

RECOMMEND SALARY INCREASE

The Nevada State Education Association convened at Reno during the period September 30 to October 3. At this time they took positive action on pending school legislation. Among other things they went on record as recommending that the salary of the State Superintendents of Public Instruction be raised to $6000 per year. They also recommended that the State Board of Education be given power to appoint district superintendents, and to fix their term of service, duties and compensation.

Butte County Superintendent of Schools C. H. Nielsen has issued his school report for 1923-1924 in a neat twenty-five page booklet. One of the big things that have been accomplished in Butte County during this period of time is the adoption of a school calendar in order that all schools may so arrange their opening and closing dates as to give equal terms to all schools and therefore equal educational opportunity to all rural school children. It was found, upon investigation, according to Neilsen's report, that some children received but 86 per cent of the educational opportunity offered to pupils in other districts. The county superintendent's recommendation resulted in the county board unanimously passing a resolution recommending 180 days of actual teaching in all the schools. This school calendar has been favorably commented upon and made use of in other counties. Office improvements, additional assistance in both office and rural supervision and progress in the schools, are mentioned together with some suggestions for further improvement in the school system.

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NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Monday and Tuesday, December 29th and 30th, 1924. For further information apply to Secretary Board of Education, City Hall, San Francisco.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

GLIMPSES OF A COUNTY TEACHERS' INSTITUTE AS SEEN BY A LIBRARIAN

Institute, Thanksgiving Day, football! An American trilogy. Many teachers' institutes were held during the last week of November. In Kern County an unusually inviting program was presented to the six hundred and fifty teachers who attended the sessions for three days. With all his plans wrought to perfection, Mr. L. E. Chenoweth, superintendent of the county schools, was able to be absent for the first day to attend another institute where he was speaker of the day. In his absence the institute was opened by Mr. C. C. Hill, principal of the Wasco Union High School, who presided during the forenoon with his customary graciousness of manner. After the opening program of music, invocation, address of welcome and response, Mr. Hill introduced Dr. Frederick P. Woellner of the Southern Branch of the University of California, who gave a remarkable address and a witty one upon "What kind of child is modern education hoping to develop?" He answered the question in his first sentence by saying, "Modern education is seeking to develop a dynamic child. The aim of education is good citizenship. In the old school, the mind was a graveyard, the lesson a funeral, the teacher an undertaker, and the examination a resurrection. The big aim of education today is this one quality—dynamic. Remember, this boy and this girl are alive. Each day the teacher used to bring out her long hypodermic needle and proceed to shoot in information, and when enough shots had been given the child was ready for the next grade, and if he gave another wriggle, they gave him another shot." Dr. Woellner spoke of the many-sidedness of education which fits the man to take his place in the home, in the church, in the community, in society, not developing the type of specialist who moves in a rut. "The only difference," he said, "between a rut and a grave is the length of it. Are you in a rut?" On one occasion, Dr. Woellner said, he was giving an address on American ideals, and some one on the back seat kept interrupting him by saying that there was a knock in the engine, to which the speaker replied that the knocking was "not in the engine, but was simply the rattle of the loose nuts in the rear." "American institutions are going to be improved as you and I get in on the ground floor and work from the inside. The teacher needs the shock absorbers of good humor, good sense and practicality. Education is getting a fellow to do well what he would do anyhow. Co-operation is the lubricating quality in this old world of ours. We are building a mighty civilization that shall endure forever. All of us together in one big co-operative movement — that's America."

Excellent music was rendered at each general session of the entire institute, and revealed the great progress which is being made in the teaching of music in the public schools. Mr. Clarence R. Stone, author of the "Stone Silent Readers," gave an address on "Oral reading; its values, functions, and dangers," which was of practical value to every teacher present. Librarians as well as teachers realize that the teaching of reading is the fundamental basis of education.

Fifteen section meetings were held. Each general session was presided over by one of the principals of the schools of the county.

Dr. Ellwood P. Cubberley, dean of Stanford University, gave two fine addresses, one on "The significance of educational measurement" and the other upon "Why education in America is difficult." It is preposterous to attempt to review these addresses in a few lines. Dr. Cubberley emphasized the point that it is as essential for the educator to test the mental ability of his pupil as for the manufacturer to test materials, or the efficiency expert to test methods. "Educational measurements," he said, "give the teacher objectives and a definite program upon which to work when she and her school are judged on a certain standardized basis in comparison with other schools. The mental quality of the class will be taken into consideration, and she cannot be adjudged a good or bad teacher because of the results obtained from indiscriminately mixed pupils of varied mental capabilities. When citizens demand the impossible of the schools, it is the work of the superintendent with his knowledge of social engineering to prove that the school is efficient when it turns out competent boys and girls."

An address was given by Mr. A. C. Olney, commissioner of secondary education, in which he spoke of the effort being made by the high schools of the state to combat illiteracy and to cope with the manifestations of radicalism. "Get behind your local school," he said, " and all the high schools in their efforts to do away with the conditions which result from the presence of so many foreigners. We have closed our doors to a part of the influx and in addition we are trying to solve the problem by means of education."

Dr. Willard F. Tidyman of the Fresno Teachers' College spoke of "Essentials of a course of study in spelling," and presented two practical plans for improving work in this important subject.

One of the delightful features of the institute was an illustrated "Travelogue" by Mr. C. C. Hill, who with his family made an extensive European trip last summer. Mr. Hill gave many valuable hints as to how to prepare for a trip to Europe.

It is impossible even to touch upon many interesting and helpful addresses in a brief article, even if the busy librarian could have attended every session and peeped into the various section meetings, for the chief business of the librarian at institute time, is to be "on the job" in season and out of season. This is the opportunity for her to meet those teachers who cannot get to the library perhaps at any other time in the year, and to help each one of them to find out just what the library service to the schools means, and to straighten out any tangles or misapprehensions. It is an opportunity for her to make those human contacts which mean so much to both teacher and librarian. It affords a chance, too, for the teacher to secure some additional helps for her pupils and books for herself, especially if she be one of the gallant few who live alone in some forlorn teacherage for months at a time, with little contact with the outside world. As one woman of queenly presence remarked, "I am teaching in a pool room, and living in a pigpen." Another was conducted to an old adobe hut after dark, and left to find her own spring of water in the morning. Very delightful for a summer camp, perhaps, but not for months of residence. We thought of the delightful little homes erected for teachers in some districts, and hoped for the day when a humane Legislature would make possible the erection of suitable teacherages in places where no other provisions exist for the teacher's residence. Fine women inspired with a desire to help childhood cannot be expected to live in insanitary houses.

Library Notes

The great event of November to librarians the country over is Children's Book Week, when every effort is made to reach parents as well as teachers with the thought of "More books in the home." This thought is wrought out in many ways, with publisher and price, with talks to various organizations of women, clubs, parent-teacher associations, and exhibits of the best books. Some librarians find unique ways of presenting the theme.

In Solano county, the county librarian offered a prize to the child in the fifth, sixth, seventh and eighth grades of any school in the county who wrote the best composition about the book he loved best. The composition to consist of 500 words, to be written by the child himself, and this to be verified by the teacher, to be written legibly on one side of the paper only, and proper attention to be given to spelling, punctuation, and grammatical construction.

In Fresno county the county librarian put on an "earn a book test," offering prizes of such books as Little Women, Arabian Nights, Robinson Crusoe, Ivanhoe and Treasure Island. Any child in the schools of Fresno county was eligible. Money was to be earned by doing errands, home work, or other honest labor. A similar contest was made in Sacramento.

In Los Angeles, the children near one of the branches were treated to readings by Hugh Lofting, author of the "Dr. Dolittle" books, from his own books. That would be a rare treat indeed.

In Kern county, the children's librarian secured the original pen and ink sketches from the publishers, for "The Atlantic Treasury of Childhood Stories," "The Boy Who Lived in Pudding Lane," Christina Rosetti's "Sing Song," and "The Dream Coach." The courtesy of the publishers in granting this privilege was greatly appreciated. Story hours were held at various branch libraries during the week.

BOOK REVIEWS

INDUSTRIAL GEOGRAPHY, Production, Manufacture, Commerce, by Ray Hughes Whitbeck: The contrast between Robinson Crusoe on an island filling his needs by his own devices and our modern life and its needs with their fulfillment, is the interesting manner in which this high school text introduces its subject. "The United States is treated in considerable detail, and the commodities of commerce which it produces in a large way are discussed with some fullness in the various chapters devoted to this country. Other commodities are given their major treatment in connection with those countries in which they are respectively most important." The latter part of the book consists of groups of countries as units of study and emphasis is placed upon their individuality and economic features. The volume includes such helps as references listed, excellent photographs, charts and maps. (American Book Company.)

OPEN GATES, A Book of Poems for Boys and Girls of Junior High School Age, compiled and edited by Susan Thompson Spaulding and Francis Trow Spaulding: This is a collection of poems, old and new, with a charming story introduction which should awaken the child to the need of a knowledge of the best in literature. (Houghton, Mifflin Company.)

FOOD FACTS FOR EVERY DAY, by Florence E. Winchell: Upper elementary and junior high school students will find much of interest in the volume which will help them in their selections of food. There are many books dealing in foods and their uses to the body for older students, but this book of facts, written simply for younger children, should have a field of its own. It brings out the fact that children as well as animals need certain kinds of food and that food is fuel to the body. The book is freely illustrated. (J. B. Lippincott.)

THE SCHOOL AND COUNTRY LIFE, by Samuel Broadfoot McCready: The aim of this volume is to create vital interest and self-activity in children. The style of the book, its intimate stories, its helpful suggestions, its wealth of valuable material for children and adults who live in rural districts, make it a necessary and valuable addition to any library. No country school should be without it. Every activity of a rural community is touched upon, beginning with the country school. Homes, education, clubs, pleasures, farm duties, crops, animals, birds, insects, etc., are all included. The book is written in conversational style, and even aside from its educational value, it is thoroughly enjoyable and stimulating. (D. C. Heath & Company.)

THE CONSTITUTION OF OUR COUNTRY, by Frank A. Rexford and Clara L. Carson: The country-wide application of the Constitution, and the fact that people need rules to live by in life as well as in games, is emphasized in this very-much-alive little volume on our Constitution. The Constitution is explained in terms of every-day life and children who are studying civics will find a new light cast upon the laws of our land, their formation and the rights that are extended to citizens accordingly. Pictures, questions and references aid in interpreting the text. (American Book Company.)

IN STORELAND, by Margaret E. Wells and H. Mary Cushman. Book One, Clothing and Notions: Here the Everybody family goes shopping. Their needs take them to Cotton Avenue, Linen Lane, Silk Street, Wool Road, Fur Alley, Lace Place, Leather Corner, Notion Aisle, and other places. Children should not only get much informational material from these stories, but they should be delighted with the stories which the Everybody family hears while shopping. Any child will surely be able to interpret his environment after reading this book. The pictures are excellent and aid in interpreting the text. The book is suitable for about the fifth grade. (Silver, Burdett and Company.)

POEMS TEACHERS ASK FOR, Book Two. Selected by Readers of "Normal Instructor and Primary Plans," containing more than two hundred poems requested for publication in that magazine on the page, "Poems Our Readers Have Asked For": Every teacher, probably, has her favorite poems she wishes her children to read and sometimes learn. When teachers desire a certain poem they have the privilege of writing the above-mentioned magazine and obtaining copies of the verses. An unusually good collection of poems, many of them being new to the majority of teachers, is the result of these requests and placing the poems in book form, should prove serviceable to teachers. Book Two contains 208 pages of "Poems Teachers Have Asked For." (F. A. Owen Publishing Company.)

AN ACTIVITY CURRICULUM FOR THE KINDERGARTEN AND THE PRIMARY GRADES. By members of the staff of the Training School of the Southern Branch of the University of California, Los Angeles. Under the direction of Ethel I. Salisbury. Cloth. San Francisco: Harr Wagner Publishing Co.

The "Foreword" by Dr. Ernest C. Moore, director of the University of California, Southern Branch, is an admirable statement of the significance of this exceptionally helpful book for the schoolroom.

"It is a far cry from Rousseau's 'Study the child, for it is clear that you know nothing about him,' but this book is an outcome of that injunction. The study shows that children are living creatures from the first. To be alive means to carry on by selecting and rejecting.

"The young child is an outreaching organism as certainly as a bird or a man is. He is engaged upon life's business from his birth. He does not have to be aroused to action. He does not have to have interests supplied him. He is activity and interest.

"The whole business of education consists in giving his native activity and interest normal opportunities to organize themselves into the perfecting life of his kind. To do that, what he learns must not be abstract or extraneous, or lifeless. It must be his own response to progressive, living situations.

"The good kindergarten is still the best school which has yet been made. To make over the primary school into the likeness of the kindergarten so that each year of the young child's life will offer challenging opportunities for self-chosen meaningful activity which will make him a sharer in the real life of folks, is the reform which is needed. Concrete plans which do that, plans which have been tested, are herein submitted by a group of my colleagues."—(Journal of Education, November, 1924.)

PICTURE-STORY READING LESSONS, by Nila Banton Smith and Stuart A. Courtis: This is material for beginning work in reading wherein the child learns to read through suggested activities. One set consists of: a teacher's manual; labels with the sentences printed in large print; a pad of pictures, words and sentences; a large pad of cut-outs; a book cover, perforated for the insertion of leaves so the child can make his own book, the name of it being "My Story Book"; a dictionary for the little ones which has the pictured article, its name in script and in printing, and sentences with pictures to match. After having been devised this material was tried out in the Detroit schools and it proved successful. The cut-outs are interesting and the majority of them are of stories the children are already familiar with. There is a real motive for learning to read when the children have such material as this with which to work. (World Book Company. Price for set for child, $1.00; with teacher's manual and labels, price $1.80.)

THE MODERN SCHOOL READERS. By Ruth Thompson and H. B. Wilson, superintendent of schools, Berkeley. Harr Wagner Publishing Company. Primer, 80 pages, 65 cents; Book One, 150 pages, 70 cents; Book Two, 158 pages, 75 cents; Book Three, 213 pages, 75 cents. Books Four, Five and Six in preparation.

Here is a socialized series of readers, with carefully selected material adapted to the children's interests. The contents are especially well selected and balanced. The selections used are drawn from the world's best literature. The books are so graded as to facilitate the mastery of the mechanics of reading. The colored illustrations throughout the series are of unusual merit. They will interest children from the simple fact that they are "action" pictures. Many helpful suggestions for the guidance of teachers are given in the back of the several books of the series. Both the word lists and suggestions will be helpful to teachers in planning their work.

Back of the series is the wide experience of the authors. Miss Thompson is both trained teacher and writer. She is the author of a number of charming books, among them "Comrades of the Desert" and "Our Neighbors Near and Far." Superintendent Wilson, as school administrator, lecturer and author, has had an unusual background of experience that shows in the preparation of these readers.—(Sierra Educational News, December, 1924.)

(Continued on page 14)

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By **Oliver P. Jenkins**, Emeritus Professor of Physiology, Stanford University, California. xi + 248 pp. 12mo. $1.12.

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The author has brought to this writing the authority of a man of Science who has spent his long active years as a University Professor, coupling with it a mature imagination and a deep love of childhood which have enabled him to write for boys and girls in a style suited to their comprehension and characterized to gain their interest.

The illustrations, all original, are accurate, life-like and beautiful both in general delineation and in fineness of detail.

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(Continued from page 13)

PATRIOTIC WRITINGS FOR AMERICAN STUDENTS. A Course of Study in American Ideals. Compiled by Merton E. Hill, A.M. San Francisco: Harr Wagner Publishing Co.

This is an exceptionally valuable national collection of documents, addresses, poetry and special selections. We have seen nothing on quite the same line. They are classified: For Ninth Grade, For Tenth Grade, Supplementary to American History for Magnifying American Ideals.

For instance, the "documents" for the Ninth Grade are: The Mayflower Compact and The Declaration of Independence. For the Tenth Grade, the Charter of Rhode Island and the Ordinance of 1787. Of course the Constitution of the United States for both grades.

The selection of addresses is simply wonderful. We know of no place where there can be found in one book of 435 pages such throbbing patriotism as in these of Washington, Franklin, (3), Lincoln, (14), James Otis, Patrick Henry, Samuel Adams, Hamilton, Webster, Alexander Stephens, Robert Ingersoll, Henry Watterson, Roosevelt, Woodrow Wilson, William McKinley, Franklin K. Lane, Calvin Coolidge, John R. Quinn, Will C. Wood, Thomas Jefferson, James Madison, James Monroe, John Tyler, James K. Polk, James Buchanan, U. S. Grant, Grover Cleveland, Charles E. Hughes, John Hay.

In addition to all this there are the most thrilling patriotic poems.—(Journal of Education, November 13, 1924.)

"PUREBRED SQUEALS"

"Purebred Squeals" is the name of a pamphlet issued monthly by the Kern County Union High School Boys' Agricultural Club. John Carter is editor of the paper and Harry L. Holmes is faculty adviser. This paper contains reports of work being done and work planned by the students. The result of the project is interesting even to the layman. The summary of Boys' Club work, 1923-1924, is written by H. K. Dickson, the local club agent.

"These boys used 2200 baby chicks, of which they raised an average of 75 per cent. The total cost of raising these chicks to four months of age was $631.13, and the average cost of raising 100 baby chicks for four months, including original cost of the chicks, was $37.00. The average net profit made by Boys' Club members on 100 chicks was $22.65.

"The dairy cow contest shows that some of our boys have purebred Holsteins which gave as high as 401 pounds of butter fat, or 501 pounds of butter in the first 176 days of milking. The gross receipts from the dairy cow contest for the year were $2,770.87.

"In the honey bee contest, six boys have 74 stands of bees valued at $370.00. Most of the boys made a few divides during the year, but very little honey was sold and the season has been considered a very poor one.

"Results of the pig feeding contest show that the average gain per day for feeder pigs raised by Boys' Club members this last year was 1.53 pounds. Boys with alfalfa pasture and some cheap feed, such as melons, garbage and skim milk, were able to make a pound of gain for a cost of from 6 to 6½ cents. Where only grain was fed the cost ran as high as 9 cents per pound gain.

"From Arvin to Rio Bravo the Boys' Club members raised spring crops of potatoes. Each contestant planted a one-quarter acre patch. One boy made $53.10 net profit and another $19.45, but the average profit was $13.00 for the one-quarter acre. Early planting and careful marketing seemed to be the most important factors determining profit.

"In the dairy calf contest the boys made growing gains on their heifer calves of from 1.1 to 2.1 pounds per day. The calves were about three months old when the records started and were fed and weighed for a six months' period. The average cost per heifer between the time she was three and nine months old was $38.00 for feed alone.

"During the year the sow and litter contest showed a great variation in figures. Some boys with alfalfa pastures were able to raise pigs with a grain equivalent as low as 2.3 pounds of grain per pound gain. Other boys used as high as 7 pounds of grain. The total value of hogs raised as a result of the contest this last year was $1675.00 and every boy in the contest showed a profit of from $30.00 to as high as $106.75 per litter of pigs raised. The probabilities are that many more boys will join this contest this year."

WRITES NEW SPRING FLOWER SONG FOR SCHOOLS

Leila France, author of "California Wild Flower Songs", an Armistice Day song, and other material for schools and special programs, has added another song to her compositions. This latest is "Spring Blossoms" and the author composed both words and music. This song will be appropriate for Arbor Day programs, May Day and other spring festivities. The Elite Music Company, 70 Santa Monica Way, San Francisco, California, publishes "Spring Blossoms".

PATRIOTIC SONG AND PROGRAM WRITTEN BY CALIFORNIA SCHOOL MAN

Believing proper loyalty and respect for the flag can best be instilled into the minds and hearts of youth by means of instruction in the schools, C. E. Hudspeth, principal of the Washington School, Sixtieth street and Shattuck avenue, Oakland, has compiled a course in "constructive patriotic education" for use in the public schools.

The preliminary draft of the course was made public recently, and it includes the following plan of work: Study of the birth, growth and life of the American flag; display of flag and bunting on all occasions; patriotic poems and songs; Flag Day exercises; a four-minute Flag Day talk; and various other subjects, including letters on the flag from fifth grade pupils to their principal.

Hudspeth is also author of a patriotic song, "Hail the Flag", for which Herman Trutner, Jr., wrote the music.

The song "Hail the Flag" and the tribute to the flag are to be used in the Modern School Readers, published by the Harr Wagner Publishing Company, San Francisco. The tests for placement of material will probably result in Hudspeth's articles, being in Book V or VI. Hudspeth's original material may be purchased for schools and programs at 759 Fifty-ninth street, Oakland, California.

Oakland school authorities are now planning the expenditure of the $9,600,000 which was voted for the schools last September. The money will be used for purchasing new sites, for improvements and buildings and a plan of standardization of school buildings is now occupying those in charge of buildings. The money will not be available until some time after the first of the year.

Most of the equipment for the new schools to be erected under the $12,000,000 rehabilitation program will be made in San Francisco, in the opinion of local manufacturers. They declare that freight charges from the East and other costs will permit them to bid under the Eastern firms.

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FORWARD LOOKING LESSONS IN HISTORY, by W. J. SAVAGE. Topical outlines for seventh and eighth grades. New edition includes President Coolidge. Price $.50 and $.75, or in one volume $1.50.

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THE WESTERN JOURNAL of EDUCATION

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The Western Journal of Education

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RUTH THOMPSON, Assistant Editor.
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SCHOOL RADIO PROGRAMS

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January 26—The Argonauts; Yukon River.
February 2—Around the Horn and Across the Panama; Amazon River.
February 9—Lincoln's Birthday.
February 16—Washington's Birthday.

Fresno KMJ

January 28—The Argonauts; Yukon River.
February 4—Around the Horn and Across the Panama; Amazon River.
February 11—Lincoln's Birthday.
February 18—Washington's Birthday.

Los Angeles KNX

January 27—The Argonauts; Yukon River.
February 3—Around the Horn and Across the Panama; Amazon River.
February 10—Lincoln's Birthday.
February 17—Washington's Birthday.

BERTHA WEBER, COMPOSER

Bertha Weber, pianist, organist and composer of the songs "Lincoln So Brave and True" and "Abraham Lincoln," which appear in this issue of the Western Journal of Education, is a musician of note, doing much concert and recital work besides filling the position of supervisor of music in Contra Costa County at the present time.

There is a need of songs for special days to be observed in the schools. Miss Weber's song "Lincoln So Brave and True" meets this demand for the elementary grades, where its rhythm and beauty have made it a pronounced success; and "Abraham Lincoln" satisfies the demand in the upper grades.

Miss Weber is the California exponent of the National Academy of Music in New York. She is a graduate of the college of music of the University of California. She is a popular musician on the radio and was recently heard in some of her Alaskan compositions, which she gathered while in the north last summer. Some of these legends which she has set to music are "Origin of the Wind," "How Raven Found the Lake," "Spirit of the North."

Miss Weber is prominent on the programs of clubs, organizations and institutes.

SOURCE MATERIAL FOR LINCOLN'S AND WASHINGTON'S BIRTHDAYS

By Ruth Thompson

ABRAHAM LINCOLN

A little log cabin on Nolin Creek, Hardin County, Kentucky, was the birth place of Abraham Lincoln, February 12, 1809. This cabin, surrounded by dark forests, was the home of the little boy for the first four years of his life. The log cabin was of the crudest kind and had a dirt floor. The Lincolns were pioneer settlers and their lives were very much like the Indians, for it was necessary to hunt and kill for food and clothes.

When Abraham was seven years old his father went into Illinois on a trip. He carried tools and weapons of defense and plenty of food with him. He traveled on a flat boat down Salt Creek to the Ohio River. He located a home for his little family in Indiana. When he returned and told the family they all helped gather their things together and pack. Abraham's sister and his mother took turns riding on the horses as they wound their way through the forests to Indiana.

Abraham was old enough to be of some help to his father in building the new cabin. He learned how to be of use both in the house and out doors. It was well for his mother that he was useful, for she was not strong and well. Two years later she died and the little family was left to manage as best it could. Abraham helped his father make his mother's coffin. It was at this time that he wrote his first letter. It was to a preacher asking him to stop when he passed that way and say a prayer over his mother's grave.

A year later Mr. Lincoln married again. The step-mother was kindly and pleasant and to her, as well as to his mother, Lincoln always acknowledged a deep debt of gratitude and loyalty for her kindness and encouragement.

The early life of Lincoln was spent amidst hardship and toil. He hunted, ploughed, chopped down trees, split fence rails and assisted his father in every way he could.

The nearest school was five miles distant. Altogether Abraham attended about one year at different intervals. The teacher was competent in teaching reading, writing and arithmetic. Beyond those subjects there were no lessons. This was not discouraging to Lincoln. He discovered early the practical uses of knowledge. He determined to acquire all he could. A schoolmate writes of him at this time:

"He was always at the head of his class and passed us rapidly in his studies. He lost no time at home and when he was not at work was at his books. He kept up his studies on Sunday and carried his books with him to work, so that he might read when rested from labor."

He was not disturbed at home when he read and his stepmother told a friend that he was always allowed to read until he closed the book of his own desire.

The books the Lincoln family owned were the Bible, Aesop's Fables, Robinson Crusoe, Pilgrim's Progress. He read these books again and again. They became a part of him. Daylight sometimes served as the first reading hour in his bed in the loft of the cabin; day time found him with his book in the field, snatching a little time while his horse rested in the furrows; evening found him by the fireplace reading until the last sparks took the light with them. It was his custom to read all he could; to think over what he had read and then to try, after he went to bed, to review it aloud so as to improve his expression and vocabulary. When he could get a newspaper he often memorized the political speeches quoted in them. The story is told of Lincoln's borrowing a book from Mr. Crawford, who lived several miles away. It was Weems' "Life of Washington." It is said that this book laid the foundation of his political education. However, one evening he thrust the book in between the log wall at his bedside. It rained during the night and the book was thoroughly soaked. Lincoln walked to Mr. Crawford's farm and told him of the disaster. The owner of the book said that the boy could pay for it by working for him three days. He did. He then owned the water-soaked book. He dried it and treasured it afterwards for many years. In a speech before the Senate Chamber at Trenton in 1861 he refers to this period of early reading: "I remember all the accounts there given of the battlefields and struggles for the liberties of the country; and none fixed themselves upon my imagination so deeply as the struggle here at Trenton, New Jersey. The crossing of the river, the contest with the Hessians, the great hardships endured at that time,—all fixed themselves on my memory more than any single Revolutionary event; and you all know, for you have all been boys, how those early impressions last longer than any others."

In 1830, when young Lincoln was twenty-one years of age, the family moved once more. This time the new house was on the Sangamon River, ten miles from Decatur, Illinois. Lincoln had fairly earned his way as a member of the household, but now that he had come of age he wished to go out into the world for himself. First he helped his family move to the new home. The

Lincolns packed all they had in wagons, harnessed oxen to them and for two weeks across mountains, swamps and through dense forests they traveled into the wilderness. Then again they built a new home. Young Lincoln helped to build the new house and he split enough rails to fence the house and ten acres of ground.

The first winter away from home was spent by Lincoln helping the farmers who lived in the clearings. The snow was very deep that winter. It was during this winter that he met Offutt, who asked him to go down the Sangamon River to the Illinois and from there to the Mississippi River to New Orleans in a flat bottom boat laden with produce for the market. Lincoln and his two companions on the trip, John Hanks, his uncle, and John D. Johnson, his step-brother, helped to build the boat. With the melting of the snow in the spring time it was launched and the trip was begun. Once the boat stuck and remained for a day. Then Lincoln went to the town of New Salem, Illinois, and met some of the people. He later made his home there for a short time.

In New Orleans Lincoln gained his first terrible impressions of slavery. He visited a slave market one day and saw wives being sold into families where their husbands could not be. He saw little children separated from their mothers. He saw old slaves beaten and mistreated. He could not bear the sight. He turned to his companions:

"Come away, boys. If ever I get the chance to hit that thing, I'll hit it hard!"

He did get the chance and he hit it so hard a blow that it fell, never to arise again.

After traveling to New Orleans and visiting his family, who had moved by this time to Goose-Nest Prairie, Illinois, he returned to New Salem, where his boat had been stranded on his trip, to make his home. Here he was occupied with a number of affairs. He served in the Black Hawk War as private and captain; he served as postmaster and carried the mail in his hat; he clerked in a store for Mr. Offutt.

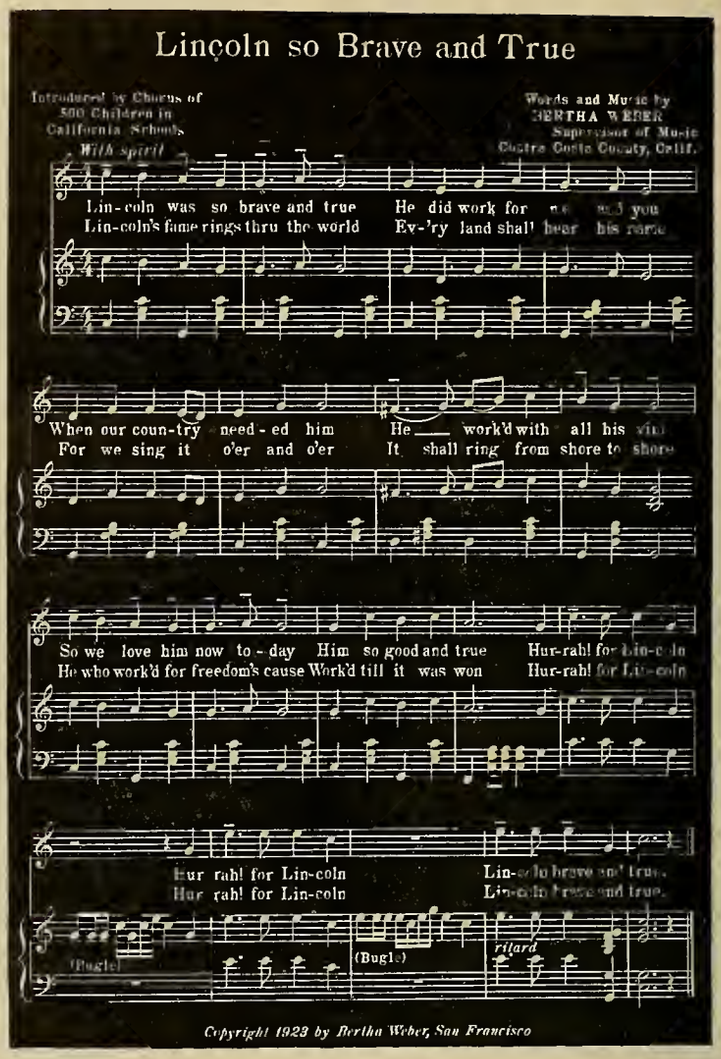
While acting as clerk in the store Lincoln gained the title of "Honest Abe." Once he overcharged a woman on a small bill, six and a quarter cents. When he discovered his mistake on making out his accounts at the close of the day, he reserved the cents and at closing time walked several miles to the woman's home to pay her the money due. Another time he found he had not given a woman enough tea, a four-ounce weight being on the scales. He took the surplus amount of tea to the woman. These small incidents illustrate Lincoln's conscientiousness and honesty.

Lincoln was greatly liked in New Salem. He was good at hunting, fishing, racing, wrestling and all games. He was 6 feet 4 inches in height and though striking in appearance he was very homely. He was long, lanky and dark. But his deepset eyes beamed with kindness and his strong features were stamped with the integrity, honesty and kindness which he showed in all his dealings. This story of his appearance is told: A little girl and her father paid Lincoln a visit at the White House when he was President of the United States. Lincoln, who always loved children, took her upon his knee and charmed her with his stories and fun. Suddenly she exclaimed to her father, "Oh, father, he isn't ugly at all. I think he is just beautiful!"

Lincoln's influence among the people of New Salem grew. It was founded upon respect for his uprightness. He was so intelligent, sympathetic, witty and unselfish that when he entered upon a political career these qualities were remembered by his friends.

In 1834 for three consecutive terms Lincoln was elected to the Legislature. It was during his political canvass that Lincoln met John T. Stuart of Springfield, Illinois. He was a lawyer and was very much impressed with Lincoln. "Honest Abe" now decided to study law. Stuart offered to loan his books. It was no unusual sight to see Lincoln swinging along the twenty-mile road from New Salem to Springfield to borrow or return a book. He later moved to Springfield and in 1837 he was admitted to the bar.

Lincoln's name became famous during the Lincoln-Douglas debates. In the ten years preceding these debates Lincoln made a reputation as a lawyer and an orator. The Kansas-Nebraska Bill which was passed, having been prepared by Stephen A. Douglas, threatened the spread of slavery. This aroused the people of the North, who were vigorously opposed to it. Lincoln was especially bitter on the slavery question. He became the leader of the opposition in the then Western States.



The most exciting and remarkable political canvass the country had ever experienced took place in 1858 during the Lincoln-Douglas debates. Both Lincoln and Douglas were running for the United States senatorship. The question of slavery was the question of the moment. Lincoln made his famous speech at the Republican convention at this time: "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

Lincoln proved himself superior to his opponent in the seven debates which followed, but he was not elected Senator. During the debates Lincoln often rode from one town to another in a caboose or freight train, and this was frequently side-tracked, while the special train on which Douglas rode in state went flying by. One day while stranded thus Lincoln remarked amusedly: "The gentleman on that car evidently smelt no royalty on our carriage."

In 1849 Abraham Lincoln was offered the governorship of Oregon Territory by President Taylor. Mrs. Lincoln objected to going so far west, so the offer was refused. It would have probably changed the history of the United States considerably had he accepted.

In the Lincoln-Douglas debates admissions had been forced from Douglas regarding slavery which killed his chances of being President of the United States. In 1860 the Republican National Convention named Abraham Lincoln for President and he was elected.

Of Lincoln as President James Russell Lowell says:

"Never did a President enter upon office with less means at his command outside his own strength of heart and steadiness of understanding, for inspiring confidence in the people and so winning it for himself, than Mr. Lincoln. . . . At first he was so slow that he tired out all those who see no evidence of progress but in blowing up the engine; then he was so fast that he took the breath away from those who think there is no getting on safely while there is a spark of fire under the boilers. . . . Homely, dispassionate, showing all the rough-edged process of his thought as it goes along, yet arriving at his conclusions with an honest kind of every-day logic, he is so eminently our representative man that, when he speaks, it seems as if the people were listening to their own thinking aloud. The dignity of his thought owes nothing to any ceremonial garb of words, but to the manly movement that comes of settled purpose and an energy that knows not what rhetoric means."

Lincoln was pledged as President, not to abolish slavery, but to prevent its spread and to preserve the Union. However, as soon as Lincoln's election was assured, the States began seceding from the Union and by the time of his inauguration, March 4, 1861, seven states had seceded and formed the Confederate government. The govern-

ment offered to purchase the slaves of those states that remained loyal to the Union. Lincoln declared that the government would not attack the seceding states, but that it would "defend, protect and preserve if attacked." The government was indeed driven to this, for the Confederates began their bombardment at Fort Sumpter in April, 1861, and the Civil War began.

Through this struggle of brother fighting brother, of families arrayed against themselves, of the breaking of the heart of the Union, Lincoln struggled to preserve the Union, as he had pledged himself to do. He believed that without union there could be liberty for neither race. On January 1, 1863, he issued the Emancipation Proclamation. The slaves were freed. He had "hit it hard," as he has prophesied he would when a young man.

Lincoln was elected President for a second term in 1864. In his second inaugural address his closing lines are famous: "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphans — to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

The end of Lincoln's life came just six weeks after his second inaugural address. It is said that if he had not been murdered it is doubtful if he could have lived through his second term so great was the strain of his responsibility upon him. John Wilkes Booth, an actor, shot the President on the evening of April 14, 1865, when he was attending Ford's Theater in Washington with his wife. He had had a hard and strenuous time, but one of his methods of refreshing himself was to drop the affairs of state and have an absolute change. This evening just before the third act there was heard in the theater the muffled sound of a pistol shot. A man dropped from the President's box down to the stage. He re-

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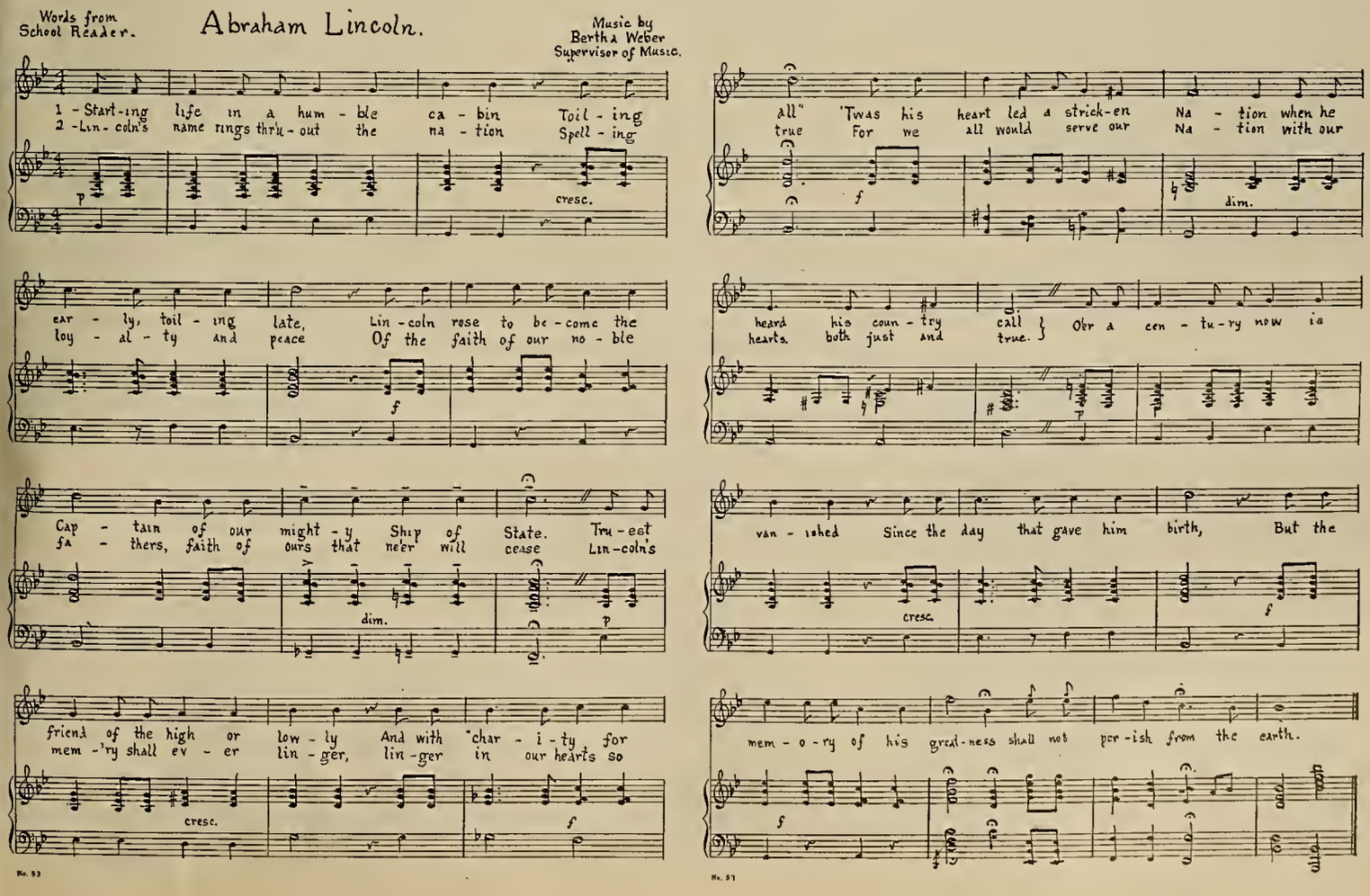

cited a few words and left. Leaning far from the box above came the voice of the President's wife, "He has killed the President!" In a moment the house was in an uproar. Many people were trampled upon in their efforts to escape and catch the fiend. The body of the dying Lincoln was tenderly carried out. He died early the next morning without recovering consciousness. His was a painless death. In that moment he was freed from the sorrows of the earth which he had sought to alleviate, to the priceless peace of eternity. The grief of the people of the nation was overwhelming, "their common manhood had lost a kinsman."

TOPICS FOR COMPOSITIONS

1. Lincoln's Boyhood.
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3. How Lincoln Earned the Name of "Honest Abe."
4. Lincoln's Political Career.
5. Slavery During Lincoln's Time.
6. Abraham Lincoln as President.

WORDS OF LINCOLN'S TO MEMORIZE

I am nothing, but truth is everything.

The Union is older than any of the states.

Killing the dog doesn't cure the bite.

Give us a little more light and a little less noise.

Let them laugh, as long as the thing works well.

When you can't remove an obstacle, plough around it.

I have one vote and I shall always cast that against wrong as long as I live.

I do not think much of a man who is not wiser today than he was yesterday.

Come what will, I will keep my faith with friend and foe.

When you have an elephant on hand, and he wants to run away, better let him run.

WHEN LINCOLN WAS A BOY

He began his life under a workman's hat,
Without feathers or braid—and I can do that.
He worked and struggled, till obstacles ran—
That's how I shall do when I am a man.

But perhaps I had better be thinking of how
I may be more like Lincoln now,
For they say that his being a hero began
A very long time before he was a man.

He learned very early to tell what was true,
An excellent thing for a hero to do.
For every small boy it would be a good plan
To learn the same lesson before he's a man.

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How many more things it would tire us to tell,
We all must be learning, and learning them well,
Before we can fancy, in pride and in joy,
We are like the great Lincoln when he was a boy. —Anon.

THE DEATH OF LINCOLN

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation's trust!

In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.

Thy task is done; the bonds are free;
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.

Pure was thy life; its bloody close
Hath placed thee with the sons of light,
Among the noble host of those
Who perished in the cause of Right.
—William Cullen Bryant.

GEORGE WASHINGTON

George Washington, commander-in-chief of the Colonial armies during the Revolutionary War, the foremost leader in forming the Union, first President of the United States and called the "father of his country" on account of his great and lasting service, was born at Bridges Creek, Virginia, on February 22, 1732. His father died when he was eleven years old, but his half-brother, Lawrence, who was fourteen years older than he, acted as his guardian and was always kind and helpful to him. His mother was always very dear to him. She brought him up to be truthful and obedient.

Of Washington's early schooling we have not much information, but one of the early biographers, the Rev. Mr. Weems, whose book Lincoln borrowed and ruined by leaving between the logs of his cabin on a rainy night, gives a short account: "The first place of education to which George was ever sent was a little old field school kept by one of his father's tenants, named Hobby, an honest, poor old man, who acted in the double capacity of sexton and schoolmaster. Of his skill as a gravedigger tradition is silent; but for a teacher of youth his qualifications were certainly of the humblest sort, making what is generally called an A, B, C schoolmaster. While at school under Mr. Hobby he used to divide his playmates into parties and armies. One of them was called the French and the other American. A big boy named William Bustle commanded the former; George commanded the latter, and every day with cornstalks for muskets and calabashes (gourds) for drums, the two armies would turn out and march and fight."

As Lawrence was the eldest son he inherited the family estate, Mount Vernon, on the Potomac River. He named the estate after Admiral Vernon, under whom he had fought in the British navy. It was on this estate that Washington spent his early years. He was twenty years old when his brother died and he in turn inherited the place.

Washington studied to become a surveyor. It was in this line of work that he had his first opportunity and made his first success. He met Lord Thomas Fairfax, who held large land grants in Virginia beyond the Blue Ridge Mountains, through his brother. Washington surveyed this western land. Though he was only sixteen years of age he went into the wilderness, directed others and for three years of hard, exacting labor he made out records so complete and accurate that they were acceptable information upon which to base titles of land.

The next few years of Washington's life were occupied in fighting the Indians and the French. This training served its purpose, for when the Revolutionary War

(Continued on page 8)

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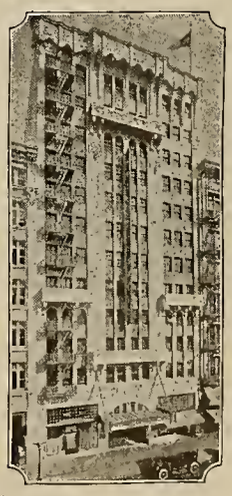

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PORCELAIN WORK AND ROOFLESS PLATES

(Continued from page 6)

broke out in July, 1775, he had learned ways of managing in the wilderness and of fighting that made him steer a straight course to victory, though the way was hard.

It seemed as if Providence were protecting him from all danger for the great duties he was performing for his country. He wrote to a friend at this time saying that "the whistling of bullets was music" to him, but he later changed his mind. Once in battle he had bullet holes in his coat and two horses were shot from under him. After the French and Indian War, when the House of Burgesses returned thanks in glowing terms to him for his services, he rose to thank the speaker, but he was so embarrassed that he could not say a word. "Sit down, Mr. Washington," the speaker said, "your modesty equals your valor and that surpasses the power of any language which I possess."

Washington married a widow, Martha Dandridge Custis, and for fifteen years he was occupied at Mount Vernon with the duties of his estate and leading a home life with his wife and her family. He had no children of his own, but he was devoted to the Custis children.

The first Continental Congress was held in 1774. Washington was chosen a delegate. After the battles of Lexington and Concord he was offered the position of commander-in-chief. He declared modestly, though in vain, that he had not the capacity for the position. He did not take a penny for the long years of service in the army.

Throughout the Revolutionary War (1775-1783) Washington proved himself not alone a great soldier but a brave and kind leader and a great statesman. Not only did he lead in battle but he wrote many hundreds of letters to men all over the country, rousing their enthusiasm for the good of their land.

Though he had liberated his country by directing the half-starved, poorly-clothed patriots in battle and forced the English to surrender, his greatest work was accomplished in the period of reconstruction after the war, which ended in 1783. He retired to Mount Vernon, where he hoped to lead a peaceful and quiet life, but his country needed him. He answered the call. He was instrumental in summoning the constitutional convention that met in Philadelphia in May, 1787. He was chosen chairman. For four months he guided the important work which resulted in the banding together of the thirteen colonies under a constitution.

This constitution called for a President. George Washington was chosen the first President of the United States, and was inaugurated in New York City April 30, 1789. For two terms he directed the affairs of the new nation "conceived in liberty." He refused the nomination for a third term.

Though Washington retired from public life and resumed his pleasant plantation life at Mount Vernon with his family, he always felt a keen interest in his country. Travelers from abroad did not count their trip complete unless they called on the great man. He was consulted on all questions of public importance. But his peaceful life did not last long. On December 12, 1799, while riding on horseback around the plantation he took a severe cold. It developed rapidly into acute laryngitis. He died two days later and was buried in the family vault at Mount Vernon.

So passed one of the greatest men America has known. His courage both on the battlefield and for any cause he thought was right, his industry in all lines of work he undertook to accomplish, his unselfish service to his country, his kindness to his soldiers, his friends and all humanity, his quickness to forgive and his great power of direction to see and do the right, shall ever hold him a beacon light and inspiration to mankind.

AN EXERCISE FOR GEORGE WASHINGTON'S BIRTHDAY

Decorations

Hang a picture of George Washington in front of the school room. Stand the American flag near the picture. The room may be decorated with cherries, small hatchets drawn, cut and colored by little children. Paper flags decorated by the older children may be used in decoration.

Program

Children salute the flag.
All sing "America."
Several children in turn may recite incidents from Washington's life.
One child may recite the following:

Washington's Birthday

Welcome to the day returning,
Dearer still as ages flow,
While the torch of Faith is burning,
Long as Freedom's altars glow!
See the hero whom it gave us
Slumbering on a mother's breast;
For the arm he stretched to save us,
Be its morn forever blest!

Hear the tale of youthful glory,
While of Britain's rescued band
Friend and foe repeat the story,
Spread his fame o'er sea and land,
Where the red cross, proudly streaming,
Flaps above the frigate's deck,
Where the golden lilies gleaming,
Star the watch-towers of Quebec.

Look! The shadow on the dial
Marks the hour of deadlier strife;
Days of terror, years of trial,
Scourge a nation into life.
Lo, the youth becomes her leader!
All her baffled tyrants yield;
Through his arms the Lord hath freed her;
Crown him on the tented field!

Vain is Empire's mad temptation!
Not for him an earthly crown!
He whose sword hath freed a nation
Strikes the offered scepter down.
See the throneless Conqueror seated,
Ruler by a people's choice;
See the Patriot's task completed;
Hear the Father's dying voice!

"By the name that you inherit,
By the sufferings you recall,
Cherish the fraternal spirit;
Love your country first of all!
Listen not to idle questions
If its bands may be untied;
Doubt the patriot whose suggestions
Strive a nation to divide!"

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Father! We, whose ears have tingled
With the discord notes of shame,—
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In the battle's thunder-flame,—
Gathering, while this holy morning
Lights the land from sea to sea,
Hear thy council, heed thy warning;
Trust us, while we honor thee!
—Oliver Wendell Holmes.

QUOTATIONS FROM WASHINGTON

A free people should not only be armed but disciplined.

Show not yourself glad at the misfortune of another, though he were your enemy.

Knowledge is in every country the surest basis of public happiness.

The views or words of men can only be known or guessed at by their words or actions.

If real danger threaten the country, no young man ought to be an idle spectator of its defense.

Do not conceive that fine clothes make fine men any more than fine feathers make fine birds.

People are often ruined, before they are aware of the danger, by buying everything they think they want.

It is not uncommon in prosperous gales to forget that adverse winds may blow.

COLUMBUS AND WASHINGTON

"Columbus sailed across the sea
To find this land for you and me.
His cradle-boat rocked low and high,
The sea waves sang a lullaby,
God held the stars like candles bright
To guide Columbus through the night.

"And many brave men since that time
Have helped to make your home and mine.
Hurrah for heroes, great and small!
Hurrah for heroes, one and all!
We'll thank Columbus and the rest,
But love our Washington the best."

THE WORLD REMEMBERS

Oh, how the world remembers!
It is many and many a day
Since the patriot George Washington
Grew old and passed away.

And yet today we are keeping
In memory of his birth,
And his deeds of truth and valor
Are told by every hearth.

How he fought for Independence
All little schoolboys know;
And why we signed the Declaration
A hundred years ago.

To be as great as Washington
I could not if I would,
But I've made up my mind that I
Will try to be as good.
—M. K. D. Dingwall.

A student may read aloud:

THE GLORY OF WASHINGTON
By Timothy Dwight

To Americans the name of Washington will be forever dear,—a savor of sweet incense, descending to every succeeding generation. The things which he has done are too great, too interesting ever to be forgotten. Every object which we see, every

(Continued on page 21)

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The Creative Education Association of California

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ADELIA ADAMS SAMUELS, Cucamonga, Vice President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

By Grace C. Stanley

The material presented this month in the Department of Creative Education is selected from the Primary Exchange Bulletin, which was made up of experiences of a group of teachers in the service under the leadership of Miss Helen K. Field, formerly of San Jose State Teachers' College. This department in the Western Journal of Education is a direct outgrowth of the desire of these teachers to benefit by each other's experience in a new application of the theory of education. Much that is contained in these bulletins is too valuable to be kept away from the wide circle of readers who are looking for light on the same problems. The articles in the bulletins are all unsigned, so it is impossible to give credit to the authors, but let us hope that they will speak up and claim their contributions by sending us more.

These selections seem to me to be of special significance because they illustrate the power of an ideal over the materials with which we have to work. Most of us can get a few flour sacks and a little paint, but we do not all see how to use them to produce beautiful effects. It has been estimated that the value of raw material may be enhanced 10,000 per cent by the application of art. But to produce such results one must know beauty and be able to see it and be unwilling to live without it.

Beauty has been spoken of as the second mile. The first mile is compulsory, an act of drudgery, the service of the slave; but the second mile is the outpouring of the spirit from its free, unbounded wealth, the lavish giving of a king.

The Christmas number of The Woman's Home Companion has an editorial on Home—The Triumph of Mankind. The teachers who have given us of their experience have helped to raise to still greater heights the home ideal of the children in their schools. Was it Swift who glorified the man who made two blades of grass grow where only one grew before? Let us also glorify the one who adds beauty to the commonplace and so brings joy into life.

G. Hanford Henderson in Education and the Larger Life, which you will find well worth reading, states that the aim of education is the production of beautiful men and beautiful women and beautiful children. Like Ernest gazing at the Great Stone Face, we tend to become like the things we fix our minds upon. To quote Henderson, "A man's surroundings are not accidental. They are part of himself. One must surround one's self with wholesomeness and beauty. It makes it a matter of moral obligation."

RURAL SCHOOLS

We have finished repainting some of the old furniture, and our school room is now really charming, and we all enjoy just being in it, for it has a quiet, attractive, happy atmosphere. The walls are covered with burlap and are painted a warm gray. The wooden ceiling, the doors, and the window frames are painted a rich creamy gray, lighter than the walls. The long, low bookcase, which was built in along the one windowless wall, is also painted a light gray. The curtains are a gay blue and have darling little applique designs. The orange note is echoed in the pair of candles which stand on either end of the bookcase, and in the small flowers which have been stenciled on the first grade table and chairs. A most attractive mahogany mantel clock, like the kind you'd find in a good looking living room, stands on the bookcase. The shelves of the bookcase are kept orderly and attractive by the "Bookcase Committee" (one first grade child) and a bowl or two of wild iris or poppies in kept supplied by another first grade committee.

The desks for the other children are the movable, adjustable sort, while the first grade works at its table. There is an attractive low bench (a relic of twenty-five years ago) pushed against the front wall. The bench is painted gray, as is the table that serves as an office for the editor of "The Magpie", the school paper.

We were fortunate enough to have some good Maxfield Parrish pictures, "The Pied Piper" and "Old King Cole", which fitted the space above the bookcase in color and proportion. We also have several other good pictures which fitted the space between the windows, and which have been hung low.

There are only two sections of blackboard, but we find them adequate. The bookcase takes up a little more than half of the length of the wall and the blackboards take up the remaining space on either end. The bookcase is just a little over a yard high, so that even the first grade can use it conveniently.

Many times I find myself looking around the room at the gray walls, attractive blue curtains, the bookcase with its well filled shelves of good books and its candlesticks and sweet-chiming clock, and the good pictures, and out of the window the lovely hills and sparkling blue and white of the water, and happy, busy children, and I cannot help but just be glad to be alive and in my own little school.

We have a wonderful time "fixing up" our school. Before the present changes were made, the school room was like any other long, narrow, unattractive, unkempt country school that nobody cared much about, except perhaps as a place where it was your ill-fortune to have to stay for a year in order to get a meager salary and "experience". On one side were four pairs of windows; on the other, nothing but a long blackboard. The desks were the horrid old-fashioned 2 in 1 species. The teacher's desk was the best piece of furniture in the room, and, of course, it had the place of honor. The walls were covered with dark ugly green burlap. The children's coats were hung on hooks near the front door. Their lunches, balls, bats, rakes, saw, saw-horses, water can, and drinking cups were kept higgledy-piggledy by their coats. There was no musical instrument except a rat-eaten organ.

The teacher had the old benches or desks taken out and had the new movable desks put in. She also succeeded in getting a Victrola, some kindergarten chairs, and several tables. Then we found we had some money to spend on the school and right away the wheels began to go around.

I talked with the children about the looks of the school, and they made several suggestions for improvement. Nothing radical like re-painting entered their heads until I brought some pictures of rooms from "House Beautiful" and put them around for the children to look at. Then I told them that we could have enough money to have the school re-painted, and to make curtains. A committee was appointed to suggest color schemes. It was perfectly killing to hear them discussing colors. Little Yoshi and Alma were strong for painting the walls red, but the older children overruled them and chose gray and blue, quite without any interference from me. I had carefully seen that they should become aware of the attractiveness of a blue and gray room in "House Beautiful", however.

After the color scheme was decided, a committee was appointed to go into town with our trustee and interview the painter as to colors. After we had satisfactorily settled with the painter, we began to think about curtains. We got samples of material from stores, and finally chose blue Everfast, with an eye to price, color, durability, etc.

Then the children suggested various designs to applique on the curtains. Each one worked out an original design. They chose to use one made by Takeko, who is in the third grade.

After we had fully decided the design and measurements, we cut the material and divided up the work. Takeko and Kuniko did the basting and hemming, and the four other girls hemmed some and then appliqued the designs.

The boys have contributed their share to the improvement of the appearance of the room, also. They built the bookcase, with the help of Miss Bassett, who comes to the school once in a while when we need her for manual training work. There was much need for arithmetic in the building of the bookcase. The measurements and lumber orders caused great mathematical activity, also much mental strain and periods of depression. The result is very satisfying, however, and we are all proud of the bookcase which the two boys built. (One of the three boys in school had the measles while the bookcase was being built.)

The trustee sympathetically chose the candles and clock to go with the bookcase. A new clock was needed, and we decided it wasn't necessary to have the ugly sort of a wall clock. We also bought a piano (second-hand) with some extra money we had.

After the curtains were up, we decided to repaint the kindergarten chairs and tables, which were green. Several other pieces of furniture, as the bench and table, needed painting also. We discussed colors and means of decoration and decided to paint the small chairs and table black, with an orange stenciled design. The other table and bench we decided to paint gray. Some good, purposeful reading was done in several pamphlets secured from Good Housekeeping on painting, old furniture, stenciling, etc. The children knew nothing of the technic of painting or stenciling, yet the committees in charge of painting and stenciling acquired the necessary information, ordered all the necessary material and implements, and successfully painted and stenciled the furniture by following directions as explained in the pamphlets.

Perhaps this sounds as if I were trying to sell you the school—I have been "raving" so—but really we do all enjoy it, and I certainly believe most wholeheartedly that school should be a happy, attractive, homelike place for children to live in.

Special Material for February

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It is often hard for a teacher to get the kinds of materials she would like to use in her class. She can, however, become content with what can be found if she has ingenuity and the wish to meet the needs of her pupils. Flour sacks and newspapers may not sound like promising material, but in this case proved "the very thing", as the teacher said. Care needs to be taken that material brought from home is thoroughly cleansed before it is used. Material for rag rugs, doll's clothes, etc., usually needs to be washed.

While teaching in a forlorn little box of a school house, perched on a hillside of sixty degrees, where equipment was not, and the motto, "We never done nothin' in this school", one of my girls, while helping me catalog the "Library", noticed my apron—a gay affair of unbleached muslin and appliqued designs of crepe.

When I explained how simple the aprons were to make, Flora, a keen faced Italian girl in the seventh grade, said wistfully, "I wish I could make one, maestra (teacher), but I ain't no cloth. Papa, he don't give for foolishness; we only got floursacks for everything."

"The very thing," I told her. "Wash and iron them carefully, and I'll bring some crepe and thread for trimming."

My sewing classes soon included every girl from the third grade up. The sacks were trimmed square, and each girl was shown how to design and cut a pattern for herself from newspaper, to fit her size and form. Patterns in applique and simple stitches came next, a kindly neighbor lending us a small coal oil stove and a flat iron to press the finished work or to stamp the transfer patterns, which I had rescued from an old sewing basket at home.

The aprons led to other projects, so that when an exhibit was held at the close of school, each girl had on display her apron, a luncheon set (cloth and silk napkins), a bureau scarf, and two "hot dish" lifters for the table, all cut, sewed, and decorated by her own efforts.

BOOK ON LUTHER BURBANK BY ADA KYLE LYNCH

One of the latest books off the press is "Luther Burbank, Plant Lover and Citizen", by Ada Kyle Lynch. This artistic volume contains material which can be utilized in the schools on Arbor Day, the birthday of Luther Burbank. Mrs. Lynch, who is a personal friend of the great horticulturist, has had an exceptional opportunity for getting valuable material. The contents of her work include a foreword by Luther Burbank; Burbank March; Descriptive Poem; song, "All Hail Luther Burbank"; Life Story; A Birthday Song; yell; extracts from magazines and a suggestive program for Arbor Day. The volume is illustrated.

This book has already been adopted for use in the Sonoma County schools. One of the first productions of the program will be that given by the Burbank School of Santa Rosa in a public entertainment this spring.

It is reported that the Chamber of Commerce of Santa Rosa will carry on a national campaign to introduce the book in the schools of the country. A portion of the profits from sales are to be donated to the Burbank Recreation gardens in Santa Rosa.

Mrs. Lynch spends much of her time writing and is a contributor to both local and eastern publications. Her book is published by Harr Wagner Publishing Company, San Francisco.

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THIRTY-FIRST ANNUAL SESSION OF THE CALIFORNIA TEACHERS' ASSOCIATION, SOUTHERN SECTION, AT LOS ANGELES, DECEMBER 15, 16, 17, 18, 19, 1924.

By William M. Culp

Officers elected for the California Teachers' Association, Southern Section, at the recent Los Angeles meeting were: President, Claude Sandifur of Los Angeles; vice president, Levi Moore of San Diego; secretary, J. A. Woodruff of Los Angeles.

Southern California during the week of December 15th, 1924, saw over 15,000 teachers in attendance at various institute sessions throughout the Southland. The thirty-first annual session of the California Teachers' Association, Southern Section, was held in Los Angeles during the week. In conjunction with the association meeting were held the institutes of Imperial, Los Angeles, Orange, San Diego and Santa Barbara counties. In addition the following cities were attending institute sessions in their own environs: Alhambra, Long Beach, Los Angeles, Pasadena, Pomona, San Diego City, Santa Barbara, and Santa Monica.

Paul E. Stewart, city superintendent of Santa Barbara schools, president of the Southern Section of the C. T. A., and J. A. Woodruff, executive secretary, had seen to the securing of a noted group of educational speakers for the numerous meetings throughout Southern California.

From Columbia University were Dr. Arthur Dean and Dr. George D. Strayer. From the eastern part of the United States came Dr. Wallace Walter Atwood, president of Clark University; Miss Florence Hale, rural supervisor, Augusta, Me.; Dr. Alfred M. Hitchcock, supervisor of English, Hartford, Conn.; Mrs. Nancy M. Schoonmaker, lecturer, Woodstock, N. Y.; Miss Emeline Whitcomb, department of education, Home Economics, Washington, D. C.

The preponderance of speakers came from the Mississippi Valley region and included Dr. J. H. Beveridge, city superintendent of schools, Omaha; O. T. Corson, contributing editor, Ohio Education Monthly; J. O. Engelman, city superintendent of schools, Terre Haute, Ind.; Osbourne McConathy, Northwestern University School of Music; Dr. Walter Miller, University of Missouri, Classics; Adrian M. Newens, University School of Music, Lincoln, Neb.; Dr. H. H. Newman, department of zoology, University of Chicago.

Speakers from the Pacific Coast were: Dr. Ellwood P. Cubberley of Stanford University; Miss Nellie Gere, supervisor of art, University of California, Southern Branch; Dr. Alexander Kaun, University of California; Vaughan MacCaughey, regional director of Boy Scouts; Dr. Frederick Monsen, Pasadena; Dr. Herbert R. Stolz, supervisor of physical education, Sacramento; Dr. Ralph P. Truitt, director Child Guidance Clinic, Los Angeles; Miss Winnifred Van Hagen, assistant supervisor of physical education, Sacramento; J. Harold Williams, psychologist, Los Angeles Diagnostic Clinic; Hon. Stanley B. Wilson; Hon. Will C. Wood, superintendent of public instruction; Arthur H. Chamberlain, executive secretary, C. T. A.; Mark Keppel, president California Teachers' Association.

The presence of Dr. Winship of the New England Journal of Education was missed at this meeting of the California Teachers' Association.

Meetings in Los Angeles were scheduled in various parts of the city. Large sessions were held in the Philharmonic Auditorium, Bible Institute Auditorium, and the Trinity Auditorium. Capacity attendances were were the rule.

Members of the International Kindergarten Union gave their first luncheon in the Biltmore ball room and 800 were in attendance. During the luncheon it was announced that the annual convention would be held in Los Angeles July 8 to 11, 1925, and that representatives and delegates from all over the world would be present at that time.

Miss Barbara Greenwood, president of the organization, opened the meeting, and among other things stated that, beginning with a membership of 69, they now had 31,000 members enrolled. Miss Kathryn McLaughton, president of the State Kindergarten Association, and Miss Madilene Veverka, head of the work in Los Angeles, were among the principal speakers.

The steady growth of the Los Angeles city schools is shown by the increased size of the new teachers' directory, which is just off the press. This year the list of teachers has increased to 7533 as against 6420 for last year—a gain of 1113 teachers in one year.

SAN DIEGO COUNTY TEACHERS' INSTITUTE AND SAN DIEGO CITY TEACHERS' INSTITUTE, SAN DIEGO, DECEMBER 17, 18, 19, 1924.

Superintendent Ada York of San Diego County and Superintendent Henry C. Johnson of San Diego City held the Teachers' Institute of the city and county at the Theodore Roosevelt Junior High School, San Diego, December 17, 18, 19, 1924.

Superintendent Ada York and Superintendent Henry C. Johnson had arranged a well balanced program of speeches and other forms of entertainment presented by various schools of the city and county.

Dr. Walter Dexter, president Whittier College, was heard in two excellent talks.

Miss M. Madilene Veverka, supervisor of kindergarten and primary grades of the Los Angeles city schools, had much of brilliance in her talk to the elementary teachers.

J. H. Beveridge, superintendent of schools, Omaha, Neb., gave two exceedingly worth while lectures. Mr. Beveridge is a man who craves responsibility and is not afraid to accept it in doing the schoolman's job.

Dr. Ellwood P. Cubberley of Stanford University was heard in two scholarly speeches.

Miss Florence Hale, rural supervisor, Augusta, Maine, was the hit of the San Diego meeting. At San Diego Miss Hale had just finished her seventh day of speaking in California and in spite of that fact brought down the house in her two talks, one on "The Difference Between a School Marm and a School Teacher"; the other on "Cheerful Yesterdays and Confident Tomorrows in Education."

Dr. Allison Gaw, head of the English department, University of Southern California, spoke at meetings of the English teachers.

Dr. Alexander Kaun, University of California, gave two much-talked-of addresses to teachers of the social sciences.

W. F. Reyer, San Diego High School, and Harold Hodge, Roosevelt Junior High School, had charge of the community singing at the institute.

General Sessions were presided over by the following people: J. G. Jewel,field assistant in schools of San Diego County; M. W. Perry, principal Escondido High School; Mrs. Mabel E. O'Farrell, principal Logan School, San Diego; F. A. Boyer, district superintendent Coronado schools; Edwin B. Tilton, principal Memorial Junior High School, San Diego; Will Angier, assistant superintendent San Diego city schools.

Excerpts from the operetta "Gypsy Rover", presented by the Memorial Junior High School, did credit to the school and Miss Elizabeth Werner and A. M. Butcher, teachers in charge of the performance.

Dr. Herbert R. Stolz, state supervisor of physical education, held a conference with physical education teachers at the San Diego institute.

J. H. Beveridge—"Education means nothing more nor less than three changes, physical, mental and moral, which take place in a child's life from the ages of five years to eighteen years."

The banquet of the San Diego schoolmasters was held at Hotel Maryland, San Diego. Approximately fifty were in attendance. President Edwin B. Tilton of Memorial Junior High School, San Diego, kept the fun moving in song and speech. Superintendent J. H. Beveridge of Omaha was the guest of the evening and in his direct talk gave some very pointed suggestions as to how to achieve success in the superintendent's job. Others heard in clever short talks were F. A. Boyer, district superintendent Coronado city schools; Carl B. Quicksall, principal Grossmont Union High School; Berthold J. Clearbrook, principal Julian Union High School. In the election of officers President Tilton was succeeded in office by J. D. Simkins of Greater San Diego; Vice-President James E. Potter, principal of Fallbrook High School, gave way to George A. Dickson, principal of Oceanside Union High School. Treasurer B. F. Engeart of La Jolla handed his office over to Pete Ross of the Washington School, San Diego.

THE GEOGRAPHIC SOCIETY OF THE SEVENTH GRADES, HUNTINGTON BEACH GRAMMAR SCHOOL, enters the ranks of exchanges with their first issue of a Geographic Magazine. This opening number is devoted to the subject of Africa and Western Asia, and consists of admirable articles and papers on the geographic, historic and economic topics pertinent to this wide field. The issue is a veritable compendium of interesting and useful information. The cover design is appropriate and artistic. Clark H. Reid, superintendent of the Huntington Beach schools, makes a special feature of the teaching of geography and has secured admirable results in his work which has gone beyond the experimental stage into successful practice. The magazine project is the result of a school geographic society. The next issue will appear in January.

THE BAY SECTION CALIFORNIA TEACHERS' ASSOCIATION

By Irmagarde Richards

Roy W. Cloud, superintendent of San Mateo County schools, was elected president of the Bay Section C. T. A., which met in San Francisco and Oakland for its thirteenth annual meeting, December 15-18, 1924. Mr. Cloud succeeds Mary F. Mooney in office. Represented in this meeting were the cities of Alameda, Berkeley, Modesto, Oakland, San Francisco; the counties of Alameda, Contra Costa, Lake, Marin, Santa Clara, Sonoma, San Mateo, Stanislaus. Separate city and county institutes were held in Oakland, San Francisco and Redwood City. Sectional meetings were addressed by specialists in the subject represented, and serious discussion of special problems was carried on. General sessions, attended by thousands of teachers, were held in the San Francisco. In these sessions the human rather than the technical side of teaching was emphasized. Among the most popular speakers who came from a distance were Frank W. Allen from Illinois, with his doctrine of happiness as the basis for useful teaching, and Florence M. Hale, state agent of rural education in Maine, who stressed the importance of real love for and pride in the profession of teaching. Dr. George D. Strayer, professor of school administration, Columbia University, and Marietta Johnson of Alabama, the well known exponent of free activity in primary education, addressed the meetings on their special subjects. Dr. Wallace W. Atwood, president of Clark University, gave new insight into the importance of geographic study by his inspiring talks on this topic.

Superintendent C. R. Holbrook of San Bernardino reports overcrowding in his schools due to increase of population, and urges an increase in the number of teachers. He recommends thirty pupils as the ideal number for primary grades, thirty-five in the upper grades, with forty as the maximum for one teacher. Under present conditions many teachers are handling fifty to sixty pupils.

Hanford is completing its new Central Grammar School, a building architecturally beautiful and the last word in modern equipment and efficiency. It contains a large auditorium, class rooms, manual training, domestic science and art buildings, shops for wood work and mechanical drawing, and administrative offices. The school is in use, but not yet entirely completed.

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J. R. OVERTURF, SUPERINTENDENT OF LODI SCHOOLS

J. R. Overturf was selected last year to succeed Rolla J. Custer as district superintendent of the Lodi schools. Mr. Custer had maintained a high standard for the school system and the trustees were delighted to secure a man of Mr. Overturf's ability to take on the superintendency.

Prior to accepting this position Mr. Overturf had attended Stanford University to complete work for his master's degree. He had his earlier training at the University of Nebraska, and before coming to California he had had ten years' experience as superintendent of schools in Beaver City, Central City and College View, Nebraska.

Lodi is one of the richest districts in the state and is growing rapidly. It should afford excellent opportunity for the further development of splendid schools in the near future.

Mr. Overturf is a man of fine personality and should make a valuable addition to the administrative school force of the state.

The school-expansion program of Glendale, as prepared by the trustees of the Glendale Union High School district and the Board of Education, calls for a bond issue of $2,216,122, according to figures submitted to representatives of the various civic organizations at a meeting held recently in the Broadway High School.

Catalina Island will soon have its first high school. Construction of a $100,000 building is now under way in a canyon just back of Avalon. Twelve class-rooms, domestic science laboratories, art rooms and manual training shops are to be provided. The Tuscan style of architecture is being used to harmonize with the surroundings. The construction of walls will be made with hollow concrete, while the roof is to be of red tile.

THE TAFT SCHOOLS

Taft, capital of the West Side oil fields in Kern County, stands out among the school systems of the state for two reasons: first, its school district comprises ninety-seven sections of land in the heart of the oil district, with an assessed valuation of $29,000,000—the largest per capita of any school district in California; second, it has chosen to administer its generous funds an educator of experience and splendid vision, combined with practical efficiency and a genius for economy, James A. Joyce. As a result, Taft can boast of buildings, equipment, teaching staff and educational standards second to none in the state, in spite of the fact that it is comparatively so small and young a city.

Among its many buildings, the Lincoln Grammar School is preeminent, for its size, beauty of architecture, its complete and efficient equipment. Besides seventeen standard class rooms, it has a great auditorium, administrative offices, medical, clinical and dentistry rooms, library, music room, sewing room, laboratories, laundry, cafeteria, kitchen, manual training rooms. The building is served by a modern heating and ventilating plant and an ice plant, distributing ice water throughout the building. The playground and athletic fields are among the largest and finest in the state.

The staff includes, besides the regular instructors, a department for research and mental measurements. Classification and grading of the pupils has been so improved through this department that data for the last year shows a retardation of only 7.23 per cent and an acceleration of 19.6 per cent, a record of wonderful efficiency and educational economy.

The Fresno Bee recently devoted a number of pages to the progress of the Taft schools under Superintendent Joyce, the school system, and pictures of the buildings.

Announcement of the marriage of Miss Cecil M. Davis, county superintendent of Santa Cruz schools, is being made. Miss Davis was married to Hollis Briggs Peck on Christmas Day. Mr. and Mrs. Peck will make their home at Soquel. The bride has been county superintendent of schools for a number of years and has made an unqualified success in her work.

CENTRAL COAST SECTION, CALIFORNIA STATE TEACHERS' ASSOCIATION

The counties of San Luis Obispo, San Benito, Monterey and Santa Cruz met for their annual convention and institutes at Santa Cruz, December 15-18. Group sections met each morning under the leadership of eminent visiting specialists in the subjects discussed, and general sessions, held in the High School Auditorium and the Casino Auditorium, had the pleasure and inspiration of listening to Frank W. Allen of Illinois, Florence M. Hale of Maine, Professor Dwight E. Watkins of the University of California, Professor John C. Almack of Stanford, and Superintendent Will C. Wood.

At the close of the session Robert L. Bird, superintendent of San Luis Obispo County, was elected president of the Central Coast Section of the C. T. A. to succeed Miss Catherine Gray.

A PERSONAL LETTER FROM HARR WAGNER

On Board the Italian Steamer Esperia, Bound for Cairo and Jerusalem.

Dear Readers:

After many years of intensive application to the editorial duties of this Journal I am off on a vacation. It is not a sabbatical leave of absence. It is more like a half century short stop. I carry with me all the enthusiasm of youth for the story of Helen of Troy, Romulus and Remus, the Golden Apples of Hesperides, Grimm's Fairy Tales, and the Star of Bethlehem. I am enchanted with the promise of the trip.

The first event of importance was an interview with Superintendent McAndrew of Chicago, Ill., who is sufficiently great to be master of his time. He refuses absolutely to draw a large salary and devote his time to listening to petty complaints from parents, pupils, or officials. He is an educational leader, not a follower. His great work at present is putting over an educational program along the line of the activity of the child, and applying common sense principles. He is holding fast to the good in the old, and augmenting his course of study with the good that is in the new. He has taken hold of Chicago's school system with a firm hand and will put over his program or quit. Above his desk is the Coolidge motto,

"Let us talk less."

In Philadelphia, I spent a delightful half day with the old standard publishing house of P. Blakiston's Son & Co. This firm has been in existence since 1843, and specializes in science and medical books. The present manager, Horace G. White, is young, aggressive and of high ethical standards. The Blakiston imprint upon a book means that the book is of standard value, either in medicine or one of the various sciences.

In New York Philip Anderson of the staff of G. P. Putnam Sons entertained me gloriously for several days. I met George Haven Putnam, the man who perhaps more than any other in book publishing business has maintained a literary standard in the quality of books issued. He is now past eighty years of age, but carries with him the enthusiasm of youth. When I called he was just leaving his office to talk to a group of New York school children on a better understanding and better relationship of the English speaking people. He is the author of "Some Memories of the Civil War," "Memoirs of a Publisher," and several other valuable books. The house of Putnam is now the oldest publishing house of its kind in existence in the United States. I also met the successful young author who is connected with the Putnam company and whose book "Under the Green Bay Tree" is now in its thirty-fifth thousand. Another delightful memory of my visit is the book, "For Love of a Sinner," by Robert Gordon Anderson, formerly sales manager of Putnam and brother of Philip Anderson. "For Love of a Sinner" would keep any virile mind from getting sick on a voyage. Not since reading "The Beloved Vagabond," by W. J. Locke, have I had such stimulus for the real life of Bohemia.

Before taking the Deutschland for Hamburg I had an interview with Mr. Gregg, who put short in shorthand, and who has not only achieved success, but who really enjoys success. His system of shorthand has been of tremendous service to young men and women of this generation. Mr. Gregg in addition to work as author and publisher has been one of the chief officials of one of the great associations of New York. The Gregg Publishing Company is now located in an attractive new building at 20 W. Forty-Seventh street. Associated with Mr. Gregg in the New York offices are Mr. Hagar and Mr. So Relle. These three gentlemen proved themselves to be fine listeners to California stories with a literary flavor.

At ten o'clock on November 27, Thanksgiving Day, we steamed outward by the Bartholdi Statue of Liberty on the fine new vessel Deutschland for Hamburg. It was a perfect voyage. The highest standard of efficiency was maintained in food, service, time, and even the moving pictures.

I will tell in another letter of my visit to Berlin, Potsdam, the Alps and Genoa.

In closing this letter, however, I must tell you that I amused myself and amazed the guide by reciting Joaquin Miller's poem "Columbus" in "Palatzzo Bianchi," Genoa. This is the old palace where several rooms are set apart for pictures and letters of Christopher Columbus, and it is here that Mark Twain astounded the guide by assuming that he had never heard of Columbus.

Mr. Johnston, principal of Hayward Union High School, formerly superintendent of San Luis Obispo county, attended the inauguration of the new president of Amherst, his Alma Mater. By coincidence, Mr. Johnston on his way to California and Harr Wagner en route to Europe, met on top of the Woolworth building, New York.

The next State Music conference will be held at Pomona College, Claremont, on February 26, 27 and 28, according to announcement from the State office.

The High School Principals' convention will be held in Santa Barbara the week of April 6.

Mr. Howard O. Welty, last year vice-principal of the Oakland Technical High School and prior to that principal of the Lockwood Junior High School, has been appointed principal of the Oakland Technical High School.

Marion County, Oregon, of which Salem is the county seat, has been selected as the field of the far western demonstration, the fourth in the Commonwealth Fund Child Health Demonstration program. The committee's objective is the development of a sound community health program, beginning with the protection and promotion of child health, which the average community can carry on permanently. The selection was made only after careful weighing of applications from more than thirty cities and counties in eleven Pacific Coast and Rocky Mountain States.

The selection of Marion County assures the interest and cooperation of the State and county health and education leaders. Its population, estimated at 55,000 in 1924, is 90 per cent American born. It is essentially rural. The county's varied crops—berries, nuts, hops, flax—and its developing dairying and canning interests indicate a greater variety than in a one-crop or one-industry community.

Seldon C. Smith, Pacific Coast manager of the Ginn Publishing Company, has returned from a trip to New York City, where he attended a meeting of the firm. He was in the east for about one month.

That skipping half-grades as a method of special promotion is not altogether to be recommended, is the conclusion advanced by A. H. Martin, principal of Lincoln School, Long Beach, Calif., as a result of a school survey he has conducted by following the records of pupils who have been allowed to do so. A condensed report of Mr. Martin's survey, together with comprehensive tables and interpretations, are being published.

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ALEXIS LANGE

By Francis Bacon

The academic and professional history of Alexis Lange, the late dean of the School of Education of the University of California, is one of interest because of its importance to the educational world and an appreciation of his record is possible by reference to the following facts. Professor Lange was graduated from the University of Michigan with the Baccalaureate degree, receiving his master's degree from the same institution. A part of his graduate work embraced the years 1886 and 1887, when he studied at the Universities of Marburg and Berlin and carried on research studies at the British Museum. He received a Ph.D. degree at the University of Michigan in 1892.

The extent of Professor Lange's professional career is suggested by the wide range of teaching and administrative positions which he held as instructor in English and German, 1889-1890, University of Michigan; assistant professor of English, 1890-1895, at University of California; associate professor of English, 1895-1903, and professor of English and Scandinavian philology, 1903-1906; and professor of education, 1906-1924. His administrative positions included: Dean of the College of Letters and Science, 1895-1905; acting president of the University of California, 1903-1904; dean of the Graduate Division, 1905-1909; dean of the Faculties, 1909-1913; director of the School of Education, 1914-1922; dean of the School of Education, 1922-1923.

Professor Lange has been truly called the founder of the junior high school and of the junior college movement. For many years before the founding of either type of these institutions he sponsored an educational plan which functioned from the seventh grade of the public schools to the sophomore year of the university. In 1907 he was chiefly responsible for the passing of the Junior College Act in California. The junior college program originally planned that education shall be democratizing, that any locality may have a college for the people adapted to their needs.

We may here suggest only a general appreciation of his literary expression. Keen in analysis, direct, incisive, he excelled in presenting facts without recourse to the dramatic setting of human affairs. He felt the deeper emphasis of life and stirred the imaginations of men by a clarity in the portrayal of things as they are.

On March 25, 1924, Haviland Hall, the new education building of the University of California, was dedicated, a monument and constant reminder of Professor Lange's genius and labor. Attesting the regard and affection of his colleagues and former students, Phi Delta Kappa, the honorary education fraternity, presented his portrait painted by his old friend, Professor P. W. Nahl of the University, who unveiled it at the dedication. On April 27 of the same year a marble chair was dedicated to him in the Greek Theater at Berkeley. When an inscription for the chair was being considered, what wonder the appreciation of his years of active service was expressed in these words, "From his many friends who revere and call him master."

"Readin' and Writin' and 'Rithmetic"—

School days,—the happiest days of our lives. How long ago it seems, yet the memories are very clear, and all the more so when we see an old picture like this.

We can remember the teacher, gol ding him, and the spellin' and the yellin', and the spotted and **cracked** blackboards, and the gnarled and knotted desks, and the initialed and creaky seats, and the dog-eared "gographies," etc.,—sort of a dilapidated scene with worn out everything.

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The F. W. Wentworth Company are also agents for the Pemaroc and Duroplate quality blackboards.

David Starr Jordan has won the Raphael Herman prize of twenty-five thousand dollars for "A Plan of Education for Peace and the Promotion of World Amity, Including Stress on Possible Official Co-operation by World Governments." There were a large number of plans submitted. These were in twenty-one languages, and were written by some of the most noted men and women of all American states and of countries of each continent. No one on the committee of award knew the identity of any author until the award was made.

Plans are being made for a two-story reinforced concrete high school building for the Eureka High School District at Eureka. It will contain thirty class rooms, an auditorium and two gymnasiums, and will cost approximately $450,000. Bids will be invited for the work in the near future.

Samuel Addison Crookshank, 66, former school superintendent of Tulare County, died recently after a brief illness. He organized the Porterville High School, of which he was principal several terms.

Architect W. H. Weeks is preparing plans for a one-story four-room reinforced concrete addition to the West Side Union High School at Tracy, San Joaquin County. Estimated cost, $25,000. Mr. Weeks is preparing working drawings for a one-story six-room and auditorium fireproof school building for the Montecito Grammar School District, Montecito, Santa Barbara County. Estimated cost, $100,000. It will be designed in the Spanish type of architecture. Plans will be ready for figures in about a month.

The tax rate to maintain the Kern County High School is one of the lowest in California, according to Principal H. A. Spindt of Bakersfield. He states that more than 200 persons have been helped to citizenship through the Americanization classes and that special courses in nursing have been given for those desiring it. Service is being given by the school helpful to mining, oil and agriculture. The school has increased its length of term from 171 days in 1914 to 180 days. The school faculty consists of 36 men and 39 women.

The new $65,000 high school at Folsom was dedicated December 14 with appropriate exercises.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

WHEN SEEING IS NOT BELIEVING

Why are the popular magazines given over so largely to illustrations, to pictures of the newest blouse, the best salad dressing, the most advertised tooth paste, the pathetic joys of hair dye, the silverware your grandmother rejoiced in, the purest soap that floats? Why does the most pestiferous boy in the family suddenly settle down into life-saving quiet when he happens upon a well-illustrated book? Why? Just because most of life's lessons are learned through the eye. The advertisers have been quick to recognize this fact and to act upon it without delay. Educators, too, have seen it, and have acted upon it as far as their constituents would permit.

Compare the school reader of a generation ago with the carefully illustrated reader of today; at best a few pictures in black and white, far removed from the well executed illustrations in color found in the modern reader. If we journey into the land of children's books, we are lost in wonder at the beauty and attractiveness of books for boys and girls. Some of the best artists in the country are illustrators of children's books. Choice paper, attractive jackets, excellence of illustration, delicacy of color, strength and beauty of binding, and perhaps a charming box into which the book is placed to be carried home, all go to make the child's book of today a thing of beauty and a joy of more or less duration according to the breed of child possessing it.

Whenever we talk about visual education, we think instinctively of the motion pictures because that is a recent development which has had a wider appeal than any other form of optical entertainment or instruction. It is only in its infancy, and will outgrow many of its crudities and idiosyncrasies. At least, let us cheerfully hope for improvement. I confess that I often go with high hope to see some much advertised picture visualizing a favorite book, only to sit with tortured nerves to see it butchered because some director with his eye on the box office attempted to improve upon Dickens, or Cooper, or Barrie, or Gertrude Atherton, by the introduction of some unheard-of love scenes or other "thrills" of which the author could never have dreamed. Recently a motion picture of Longfellow's "Children's Hour" was presented. I am glad that I never possessed even an illustrated edition of this poem, but allowed it to make its own picture in my mind. I had thought of Longfellow in his spacious Cambridge home as a happy loving father devoting the twilight hour to his children. I could see him lay aside the work upon his desk as daylight merged into darkness, and await "the patter of little feet" in the chamber above him, "the sound of a door that is opened and voices soft and sweet." In my mind's eye I saw them descending the broad hall stair (which must have been a colonial stairway with a mahogany rail), and rushing into his study to "climb up over the arms and back" of his chair, and almost "devour" him with kisses, "their arms about" him entwine until he thought "of the Bishop Bingen in his mouse tower on the Rhine." What then was my horror to behold in the first scene an older Longfellow than the poet ever lived to be, seated infirmly before a fireplace, while noisy children coaxed their nurse when they were ready for bed and barefooted, to let them run downstairs for a good-night romp with GRANDFATHER. They came down a mission stairway at one side of the room while GRANDFATHER made visible pretense not to hear the slamming door nor the laughter and shouts of the approaching vandals, one of whom landed near his feet with a somersault after coming down the stairs head first like a puppy. (The American public is not supposed to be able to recognize that anyone is approaching unless he is catapulted upon the scene.) The unruly youngsters maul grandpa until his white wig slips perilously close to his eye brows, and his white whiskers seem endangered as well. Then, as though the poem had not even been read by the persons responsible for the picture, a fond young papa in dinner coat is introduced, peering into the room, and running to the foot of the mission stairway to call doting mama, who forthwith appears in charming negligee, and both peer sentimentally into the "study" to witness the uncivilized antics of their precious pets.

At last, to relieve the agony, comes the nurse, consulting her wrist watch, and with the united efforts of fond papa and doting mama, the horde is borne off aloft, leaving decrepit grandpa shaking his addled head indulgently and rolling his eyes upward as echoes reach his ears of the tumult above where a pillow fight and mattress dance is in full swing with papa in his dinner coat in the thick of it. Let us draw the curtain even though this picture is sponsored by one of our highest educational institutions.

Yes, the motion picture has its place in education, and so perhaps has the Felix cat comedy. Compare with this atrocity one of the films which shows the actual unfolding of a flower into perfect bloom, or the flight of a gull, or the loyalty of a dog. In visual education the slide is of value as any one picture may be thrown on the screen and held for a longer time than the constantly moving film. It lacks action, however. A new combination of film and slide is found in the "picturol" in which the film may be stopped and held by the operator at any point for the sake of clearer elucidation. This has the advantage of both slide and film, and the additional advantage of lower cost as well, bringing it well within the reach of the average school or church.

When educators have decided what they want the film to do for their work and have convinced those who hold the purse strings of the value of the film in education, then and then only will there be the necessary cooperation between educator and producer to make the motion picture a real factor in education..

CALIFORNIA SCHOOLS OF HIGH STANDING

Ernest Greenwood pays a compliment to the schools of California in the December, 1924, number of "The World's Work." He says:

"There is also a popular superstition that as one travels westward the standing of the public schools becomes higher and higher. This is perhaps due to the splendid record of California. Only 7 per cent of the teachers fail to have the minimum qualifications and these are in the more remote rural districts."

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CITIZENSHIP NIGHT SCHOOLS IN ALASKA

The opening of the Juneau and Ketchikan Citizenship Night Schools has increased the number of such schools to eight. This is a greater number than have been maintained since the school year 1920-21. Citizenship Night Schools are now organized in the following communities: Chichagof, Cordova, Hyder, Juneau, Kennecott, Ketchikan, Latouche and Petersburg. (From Alaska School Bulletin, Dec., 1924.)

A large, modern three-story school building has been erected in Ketchikan, Alaska, and is now in use, according to the Alaska School Bulletin. Ketchikan, which is the first Alaskan stop when en route to the north via the inland passage, can now boast of a school as modern and up to date as almost any in the States. The building is of concrete with a boiler room below the level of the ground. It has large class rooms, a gymnasium, kindergarten with a street entrance, mechanical drawing room, clinics, manual training department, stock room, a large auditorium, and other departments which are essential to the school of today. The cost of the structure was approximately $150,000 and local people subscribed to the bonds.

NATIONAL THRIFT WEEK

National Thrift Week, which has been observed annually since 1916, will open on Benjamin Franklin's birthday, January 17. Each year an increasing number of educators use Franklin's birthday as an occasion for teaching patriotism and thrift. The story of Franklin, the American apostle of Thrift, affords a prolific source of interesting features for school leaders in both American history and in thrift teaching. Material for this occasion may be obtained without cost from the National Thrift Committee, 347 Madison avenue, New York City.

MIMEOGRAPHING PRIVILEGES REFUSED

The following communication from the executive secretary of the National Association of Book Publishers explains itself. The practice has grown up with no intention of being unjust to publishers and authors, and no one will blame the publishers for calling attention to this indirect violation of copyright laws:

"Our attention has frequently been called to the growing practice among educators of making mimeographed copies of portions of copyrighted books, using these for distribution to students instead of books which have been published for that purpose.

"The use of this material is not in accordance with the copyright law. In view of this fact, and in fairness to the authors and to the publishers' own investment in their publications, it may be assumed that requests for the production of such mimeographed material will be refused in the future.

"We think that if educators could realize how unfair it is to take copyrighted books published for sale to students, and mimeograph parts of these books for free distribution, they will see that the policy of the publishers in refusing to grant permission to mimeograph extracts, is entirely just. Mimeographing this material is unfair to the authors, who are entitled to their full royalties, as well as to publishers, whose investment of the large sum of money necessary to issue a book is entitled to protection. Mimeographing extracts from copyrighted books for class use is having its effect on new authorship, editorial initiative, and publishing enterprise; and the copyright value of the books is being affected."—Marion Humble, executive secretary.—(Journal of Education, Nov. 13, '24.)

GET MORE PUPILS INTO THE GAMES

At the second conference of State directors of physical education, called by the United States Bureau of Education, discussion centered around management of athletics for boys and girls. The following resolutions were passed:

(1) We approve the participation in athletics by the majority of pupils.

(2) We would limit the length of the high school interscholastic season in football or basketball.

(3) We would eliminate interstate or intersectional games involving long trips.

(4) We would eliminate post-season interstate and intersectional athletic contests.

Relative to competitive athletics for girls, the directors expressed themselves as opposing state, interstate or intersectional basketball tournaments and as favoring intra-school activities rather than interschool contests. They recommended extension, under the supervision of women teachers and directors, of nonpersonal-contact athletic sports of a type suited to girls' physiological and social needs. They recommended that, surrounded by proper physical and social safeguards, a majority of the students should participate in non-combative contests conducted for the benefit of the participants.

Finding time on the school program for matters pertaining to health and adequate training of the regular teacher for such work were cited as difficult problems on which some progress has been made.

BUREAU OF EDUCATION ENCOURAGES REINDEER RAISING IN ALASKA

Domestic reindeer herds in Alaska are now worth $1,550,000 more than the United States paid to Russia in 1867 for the entire territory, announced the Bureau of Education of the Department of the Interior in its annual report for the past fiscal year made public recently.

Of the whole number of reindeer, approximately 350,000, about 235,000 are owned by natives. The deer supply to their owners not only food and clothing, but a livelihood. The entire industry has developed since 1892, when the Bureau of Education began to import the animals from Siberia. The herds extend from the Arctic to the Pacific Ocean, and in the interior from the Alaska Railroad to the Aleutian Islands. The present problem which confronts the Bureau of Education in this connection is to reorganize the industry on a cooperative basis so as to handle the increasing herds more efficiently and to market the meat more economically. Already reindeer venison is appearing frequently as a "special" in high-grade restaurants and dining cars of the Northwest and its general use in the States will soon be merely a matter of transportation.

The Bureau of Education is charged by law with the education and welfare of the natives of Alaska, and the introduction of reindeer is but a part of its work in their behalf. Schools, hospitals, and cooperative commercial enterprises are also included. The commissioner in his report lays stress upon the reorganization of this work which has recently been undertaken, and especially upon the introduction of modern methods of industrial training. The changes extend to all the schools more or less, but the most striking innovation is the establishment of industrial boarding schools at Eklutna, Kanakanak, and White Mountain.

A CHALLENGE IN THE FIELD

From the Southern Branch of the University of California comes "A Primer Interpretation of Some Educational Principles with a Manual of Writing, Reading, Spelling and Arithmetic." It is written in primer-like style with short, terse sentences, is vigorous and original in argument, and contends throughout for more practice and less preaching of the best theory that has appeared in elementary education.

On one point it offers a distinct challenge, namely the teaching of writing before reading—note the order of words in the above sub-title. Of course this is what Montessori did, and there have been "explosions" into writing here and there in this country from time to time; but, as a whole, psychologists and child-study experts are against her. As for deliberately placing writing before reading it is rank pedagogical heresy, and the author, Miss Adelia Adams Samuels, will shortly be burned at the stake unless she can continually prove her position.

She claims two years of successful work with far from superior children, and her arguments are most interesting. Here is a portion of her reasoning from the historic point of view:

"We know there must have been writing before there was anything to read. We are equally certain that the first writer, having written, could interpret the symbols he had devised. We know also that he remained the sole reader of his efforts until others learned, because of their interest in what their fellow tribesman had done, and because it must have been very obvious to them that the new art would fill a long-felt need. The point to be considered is that the first writer, having made new word symbols, could read them."

It would seem to us that, regardless of other arguments that follow, the strength of the theory lies in this close relationship between word and idea, which comes as a part of original composition. In this relationship lies the crux of the entire problem of reading. It is now being largely met by more silent and less oral reading—which is precisely what this particular method leads into. At any rate, the children in the demonstration school at Cucamonga, Cal., seem to have learned to read and write simultaneously and to have taken great joy in it. Allowing for expert teachers and the zeal which comes in carrying on unique practice, it would seem that Miss Samuels' book is well worth attention.

The other elementary subjects are treated from the same point of view. She has a case against phonics, and something in particular to say about spelling. (An About-Face in Education by Adelia Adams Samuels, Harr Wagner, Publishers, San Francisco, California.)—Childhood Education, December, 1924.

LASSEN COUNTY SCHOOLS SHOW GROWTH IN LAST FEW YEARS

By Julia A. Norwood, Supt.

The growth of the schools of Lassen County is one of the most interesting and convincing proofs of the progress of the county. In the five-year period from July 1st, 1919, to June 30th, 1924, the enrollment in the elementary schools increased from twelve hundred fifty-six to sixteen hundred seventy-eight, an increase of more than thirty-three per cent, and the high school enrollment increased from one hundred eighteen to two hundred ninety-four, an increase of one hundred and three per cent.

Because of the industrial development in the towns their rise of increase has outstripped the rate in the rural schools. Westwood showing an increase of sixty-two per cent and Susanville two hundred seventeen per cent for this five-year period, the present enrollment in Westwood being about five hundred fifty-one, in Susanville about seven hundred forty pupils, and in the Westwood high school ninety-three enrolled in the regular courses, three part-time students and a class of thirty men talking Americanization work in the high school.

The Lassen Union High has an enrollment of two hundred seventeen in Susanville and twenty-three in the Bieber branch. The large school busses transport students to the high school in Susanville—some a distance of twenty-four miles—the highway making possible this long distance trip.

A number of substantial buildings have been necessary to provide space for this growth in our schools. In 1920 a gymnasium was built upon the grounds of the Lassen Union High School in which are four class rooms besides the gymnasium, shower rooms and dressing rooms. The building is a splendid addition to the group of attractive buildings of this institution. The same year a two-story brick building was erected on the grammar school grounds. The building provides for eight classrooms, domestic science room, kindergarten, principal's office, teachers' room and library room. This building was scarcely finished when it was filled and emergency space was necessary.

In 1921 another building was provided in Milwood and moved into early in 1922. This building houses four primary classes and kindergarten. The kindergarten room is as attractive, convenient and well suited to the purpose as it is possible to find anywhere. Spacious grounds surround this building, for it is expected that as this section of the town increases in population an additional four rooms for the upper grades will be necessary and for that reason also the necessary rooms for recreation and comfort are provided in the present building.

In 1923 an addition was made to the grammar school building in Westwood which contains four large class rooms, also, in that year a large gymnasium building was erected for the elementary and high school classes and this year the manual training building was increased by an addition to almost double its original size. So rapidly is this school increasing in enrollment that already additional class rooms are being planned for the elementary school and plans are being considered for a new modern gymnasium building for the high school.

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The year 1923 also found the Johnsonville school in need of more space, for it had reached the attendance required for a two-teacher school, so an addition was built and a comfortable room provided well suited to the needs of this district. Also the year 1923 marked the erection of the structure which houses the Bieber branch of the Lassen Union High School. The site was donated to the school and an attractive modern building consisting of auditorium, three class rooms, office, library, and accessory rooms was built. This building was planned with the idea of future additions when necessary. In 1920 the people of Honey Lake, Standish and Soldier Bridge districts voted to form a union school to be known as Honey Lake Union School. Classes have been maintained in two of the school buildings of the district and two busses transport the children to the school.

We are looking forward to the time when similar progress can be reported in other sections of the county and expect to see the educational needs as well provided for in the future as in the past, for we believe Lassen County's finest product is her boys and girls.

One of the most interesting, as well as useful and helpful calendars of the year 1925, is that issued by the Carnegie Steel Company, Pittsburgh, Pa. The object of the calendar is to broadcast the gospel of Safety and to more directly instill into the youth of the land lessons of carefulness, and to keep before them the hazards of our daily life. Cash prizes were offered for the best illustrations and ideas. Out of more than 7,600 posters submitted the calendar portrays the best. Schools will find much material of interest in this calendar which not only contains safety suggestions, but marks all holidays in red letters, together with the picture of the hero or event which causes its observation.

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LOCAL SCHOOL MAN, AUTHOR

Walter H. Nichols, principal of the Palo Alto Union High School, and whose book, "Trust A Boy!" was published by the Macmillan Publishing Company about a year ago, has another book in press. He is also writing some stories that will interest children, as well as give them something worth reading. These stories are to be published in Book IV or V or VI of the Modern School Readers, which are now in course of preparation by Ruth Thompson and H. B. Wilson for the Harr Wagner Publishing Company. The book Mr. Nichols has in press is to be entitled, "The Measure of a Boy—The Spirit in All Boys as it Met the Challenge of Tragedy, Unafraid, and Loyal to the Friendship of a Man." This volume will be published by Macmillan's. Lorenz Braren has prepared the illustrations.

Mr. Nichols has an especially good style for boys. His virile method of telling his tale carries conviction and strikes the point home in direct appeal. His stories, so far, are always of the adventures of the same, good-hearted, lively boys whose escapades bring tears of both laughter and sympathy.

Walter H. Nichols has had a great deal of experience and training in study and wo k with children. Here is his record:

B.S., University of Michigan, 1891; A.M., Columbia University, New York, Teachers' College, 1901; graduate work, Michigan, University of Chicago and University of Colorado, 1891-1898.

Instructor in history, University of Colorado, 1897-98; secretary of Teachers' College, Columbia University, 1898-1900; professor of history and economics, University of Colorado, 1901-03; teacher of English, Pasadena High School, 1913-15; superintendent of schools and principal of high school, Palo Alto, 1915-18; principal of Palo Alto Union High School, 1918. - - - -

Instructor in secondary education, Stanford University, Summer Session, 1920; instructor in California School System and Law, Stanford University, Summer Session, 1924. "Salaries and the Teacher Shortage," "School Consolidation" and other pamphlets of local interest; "Trust A Boy!" (Macmillan, 1923).

European travel. Vice-president of bank and trust company; director of chamber of commerce; member of board of education, School District No. 3, Boulder, Colorado, 1903-07; Chamber of Commerce, Rotary Club of Palo Alto.

Phi Delta Kappa, Stanford University; life member National Education Association.

A two-story eight-room frame building costing approximately $15,000 is to be built at Portola, Plumas County, for the Plumas County High School District. This is the first unit of the building group planned.

SAN FRANCISCO HIGH SCHOOL ENTRANCE EXAMINATIONS

The semi-annual examinations for entrance to high school will be held at the Moulder School building, corner Page and Gough streets, on Wednesday, January 28, and Thursday, January 29, 1925, beginning at 9 a. m. The schedule of examinations is as follows:

Wednesday—9 to 12, grammar, spelling, reading and literature; 1 to 3, history and civics, arithmetic.

Thursday—9 to 12, geography, composition.

SCHOOL COMMISSION PLANS IMPROVEMENTS

Mrs. Grace C. Stanley, state commissioner of elementary schools, in her biennial report to the State Board of Education, outlines the following program for improvement of rural schools:

Continued use of the radio for broadcasting lectures, concerts and lessons given by expert teachers for the benefit of county schools.

Increased pay for rural teachers and establishment of a salary schedule in each district in order to encourage teachers to remain in rural positions.

Betterment of living conditions for rural teachers.

A campaign to encourage the best high school students to enter training for elementary field.

Extension of the county free library system so that every county either has a county library or is under contract for service with a county library already established.

Organization of correspondence and extension courses for teachers in cooperation with the teachers' college and in combination with rural supervision.

Reorganization of the rural school as the best field for experimentation and the desirability of each county maintaining a demonstration school.

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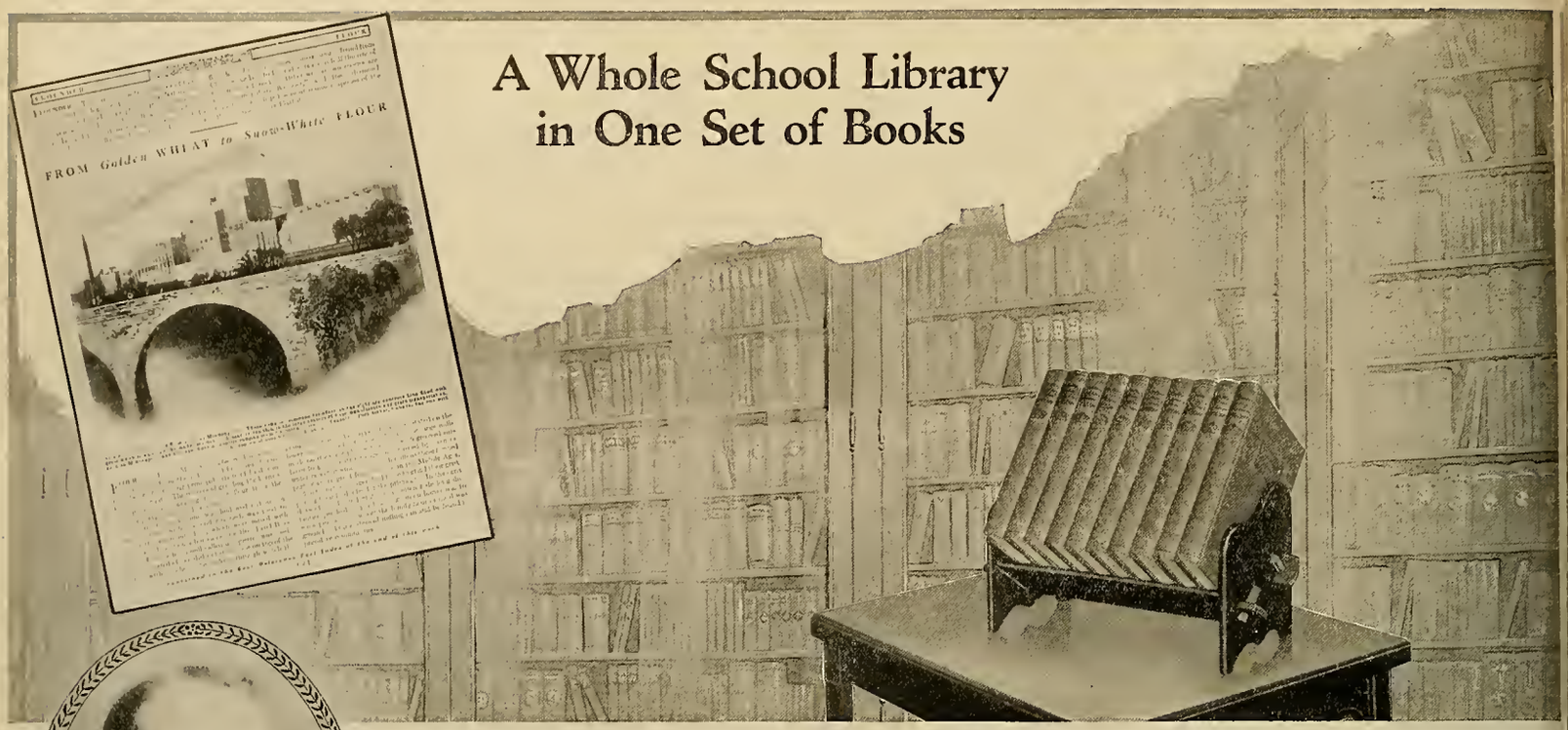

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(Continued from page 9)

employment in which we are engaged, every comfort which we enjoy, reminds us daily of his character.

Every ship bears the fruit of his labors on its wings and exultantly spreads its streamers to his honor. The student meets him in the still and peaceful walk; the traveler sees him in all the smiling and prosperous scenes of his journey, in her thrift, order, safety, and morals, bears inscribed in sunbeams, on all her hills and plains, the name and glory of Washington.

Several children may in turn tell incidents of Washington's life.

The following may be sung or recited in closing:

HAIL THE FLAG!*

The flag of our United States,
Our flag and banner too,
It is the flag of Washington,
The red, the white, the blue.
The stars shine out upon its folds,
As stars shine in the sky.
Hail! Hail! Oh, Hail! America!
Our flag that's passing by.

Hail! Hail! Oh, Hail the Nation's flag,
The flag that's passing by.
It is the flag that we will keep
Until the day we die.
It is the flag of happiness,
The flag we love so well,
For Friendship, Faith, and Truthfulness
Within its colors dwell.

With loyal hearts now pledge our flag,
The flag that keeps us free.
It is the flag we all respect,
It gave us liberty.
The flag of our United States
From plain to mountain crag,
Stand up, salute, forever hail,
Hail, hail, hail, hail our flag.

—C. E. Hudspeth.

BERKELEY TO USE SAN FRANCISCO EDUCATIONAL SYSTEM

The educational system of the San Francisco schools is to be used in the form of an exhibit by the University of California educational department at Berkeley as a model upon which educational students at the university will be taught for the next six months.

The exhibit will show the progressive molding of a student who enters a San Francisco school until the finished product is turned out.

The educators in charge of the work are: Chief Deputy Superintendent of Schools A. J. Cloud, Miss Signe Hagelthorn, Miss Julia Hahn, Dr. A. A. Altmann, Dr. Jesse Burks, Professor E. A. Carniglia and Miss Estelle Carpenter.

An increased enrollment of pupils has created the need for more room in the Palmdale school. A contract has been let to John L. Mitchell of Palmdale to erect a two-room addition to the grammar school, the addition to cost $15,200. Work is to begin as soon as the material and workmen can be assembled. Palmdale is in the desert in Los Angeles County, not far from Lancaster.

*This song, with patriotic exercises, may be secured from the Patriotic Song Publishing Company, 759 Fifty-ninth St., Oakland, Calif. Price $.25.

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MISSION PLAY TO BE GIFT TO CALIFORNIA

The Mission play by John Steven McGroarty, which has been produced at the Mission playhouse, San Gabriel, for years past, is to be given to the state of California as a gift from the author and the funds raised from the production of the play are to be used for the restoration of the Missions of the Golden State. A society called the Golden Scroll is to have charge of the play. Fees for membership are as follows: Benefactors, $5000 or more; founders, $1000; life members, $100; sustaining members, $25; annual members, $5; junior members, $1. Inquiries regarding the gift of the popular play and enrollment in the Society of the Golden Scroll may be made at the office of John C. Mott, 1215 Citizens' National Bank building, Los Angeles, or directed to the office of the Mission play at San Gabriel.

(Continued from page 6)

LINCOLN'S CHARACTER

"His conscience alone he served,
However small the cause or great;
Never by friendship swerved,
Never turned aside by hate.

"Honest his least intent,
Therefore let one line be wrought
At last upon his monument:
'A man who acted what he thought.'"

A BOY'S THOUGHTS OF LINCOLN

"Some days in school when teacher says,
'Please name the Presidents,' I up and commence
And say them all from Washington clear through
to Buchanan; then
I have to stop and clear my throat—I always
have to when
I come to Abraham Lincoln's name.
E'en though the teacher whispers, 'Shame!
'Can't you remember, Jim?'
Can't I remember him?
Why, he's my hero! That is why
I get choked up and want to cry.
Once he was just as poor as I,
And homely, too, and tall and shy;
But he was brave and made his place,
Climbed to the top and freed a race!
When I think what he dared to do
I just vow I'll do something, too."

BOOK REVIEWS

LABORATORY STUDIES IN EDUCATIONAL PSYCHOLOGY, by Egbert Milton Turner and George Herbert Betts.

A laboratory manual for introductory courses in educational psychology. The form of the book suggests the manuals used in the other sciences, but with this difference, that no formal "laboratory" is needed for the experiments, but any place where "thinking" can be done is the appropriate laboratory for this science. The materials needed for the experiments are simple and easily obtained. The experiments in the main are of two types—those that require the student to develop his own motions of psychology, and those that are planned for verification of data. The manual was arranged to supplement "The Mind and Its Education" by George Herbert Betts, but it will be of value to instructors using other textbooks and also to those teaching general psychology. (Appleton & Company.)

THE PSYCHOLOGY OF THE PRESCHOOL CHILD, by Bird T. Baldwin, Ph.D., and Lorle I. Stecker, Ph.D. This book is a resume of three years' observation and experiments in the Preschool Laboratories of the Iowa Child Welfare Station of the State University, Iowa City, Iowa. The valuable opportunities offered by this institution have afforded in the hands of these trained research workers data for the study of the physical, mental, and social development of children between two and six years old. The authors emphasize as their conclusion the great educational importance of these years, during which, too often, the child is left to itself, and "just grows". The authentic and well organized data will be of value to psychologists, teachers and parents. The book is enhanced in usefulness by a historic review of the subject, by a full bibliography, and by appendices giving lists of stories, songs, phonograph records, materials and apparatus helpful to teachers of the preschool child. (Appleton & Company.)

BOOK REVIEWS

PRACTICAL PROBLEM PROJECTS, by F. W. Raincliffe. This is a useful book for the teacher who wishes to embark on the adventure of class project work but who lacks experience along this line, or opportunity to observe such work at first hand. Projects for every grade, covering a wide range of subjects, are here described as they have actually been carried out in the class room, so that the teacher has a practical basis upon which to build her own plans for project work. The book is issued by the publishers of the excellent **COMPTON'S PICTURED ENCYCLOPEDIA,** and this work provides the information needed for the projects described. (F. E. Compton & Company. 35 cents.)

HEALTH FOR EVERY DAY. HEALTH IN THE HOME AND NEIGHBOOD. Two volumes. By Maurice A. Bigelow and Jean Broadhurst. The first of these two books deals with personal health. Prevention of accidents in work and play and first aid instruction offers a new but practical approach to the subject of health and hygiene. Discussion follows of exercises, posture, games, sleep, food and drink, clothing, cleanliness, microbes and bacteria, the sense of organs, alcohol and tobacco, and drugs. This list of topics is so entertainingly presented, and is so enriched with material chosen from the familiar experience of the child, that it cannot fail to rouse interest in these important subjects. The conclusions drawn and the instructions offered are clear, definite and easily remembered. Each lesson ends with a list of "things to ask, answer, tell or do", and the book is concluded by a chapter of suggestions to the teacher.

The second, more advanced book, takes up the discussion of food—its sources, its preparation, its use in the body, with a simple explanation of the digestive process; water—its sources and its uses, the machinery for providing it to homes and communities: heating, ventilation and lighting of houses; sewage and sanitation; contagious diseases and their control. Throughout this book emphasis is laid upon the necessity of an alert civic consciousness in each individual—the responsibility of each one of us for the health and happiness of the community as a whole. This volume, too, is provided with full test material at the end of each chapter and a chapter of suggestions to the teacher. (Silver, Bur and Company.)

FRONTIER LAW—A Story of Vigilante Days, by William J. McConnell. The author of this latest addition to the "Pioneer Life Series" was among those who crossed the plains in the early gold rush days, settled in Idaho, and later became governor of that state. It is a valuable first-hand historic document, and a thrilling tale of ox team adventure, pony express, mining camp life and Indian battles. The underlying theme of the book, however, is not adventure, but the slow growth of law and order in a community that sprang up far out beyond the boundaries of organized government. It is a wonderful picture of the Anglo Saxon genius for organization and respect for law, a story to stir the hearts of young Americans and to impress them with a sense of their high heritage of pride and duty. (World Book Co.)

"WE THE PEOPLE"—The Constitution of the United States with comment and explanation, by Alvin M. Higgins. An excellent book upon which to base a study of the Constitution, interpreted by a trained lawyer, not in pompous legal verbiage but in simple, every-day language that everyone can understand. It should be a useful book in grammar and high school class rooms and in Americanization work, to supplement the study of civics and citizenship. (World Book Co. 32 cents.)

PRACTICAL LANGUAGE DRILLS, FOR FOURTH GRADE, WITH A PUPIL'S TABLET. PRACTICAL DICTATION EXERCISES FOR THE FIFTH AND SIXTH GRADES, by Grace E. King. These two booklets and the exercise tablet are the result of many years' teaching experience in the grades, and a conviction that under present methods too many children come to the upper grammar grades without having mastered the essentials of oral and written English. The Drills and Exercises are planned to give the pupil some mastery of the idea of the sentence and the paragraph, the use of capitals and punctuation, the spelling of words most needed in these grades, and the correct use of troublesome words. The books are so well planned that they should enable the teacher to secure for her class a reasonable knowledge of these essentials at a considerable saving of time and effort to herself and her pupils. (Published by Grace E. King, 4006 Denker Ave., Los Angeles.)

SOME OBSERVATIONS ON SECONDARY COMMERCIAL EDUCATION, by Amon Wallace Welch, A.M., LL.D. This book takes for granted that commercial studies have won a permanent and unchallenged place in the curriculum of high school studies. The problems presented here are: a review of the general theory of secondary education and the place in the curriculum of constants (that is, essential socializing studies necessary to all pupils alike), and electives; the function of the junior high school in relation to electives in general and to commercial courses specifically; and the use of commercial courses not only as means of training for a livelihood but also as material for embodying the best theory and practice of modern pedagogy to the end of educating the pupil in a sound and broad sense as well as fitting him for a job. It is full of practical suggestion to the teacher of commercial subjects. But it deals with these subjects from such a broad point of view, in relation to the larger problems of secondary education, that it will be useful also to administrators planning high school courses of study. (Gregg Publishing Company. $1.00.)

STORY HOUR SERIES. STORY HOUR READERS REVISED—PRIMER, BOOKS I, II AND III, with Teacher's Manual, prepared by Ida Coe and Alice J. Christie Dillon. Story Hour Readings, Books IV to VIII, with two Teacher's Manuals, prepared by E. C. Hartwell. This is a complete series for the teaching of reading throughout the primary and grammar grades.

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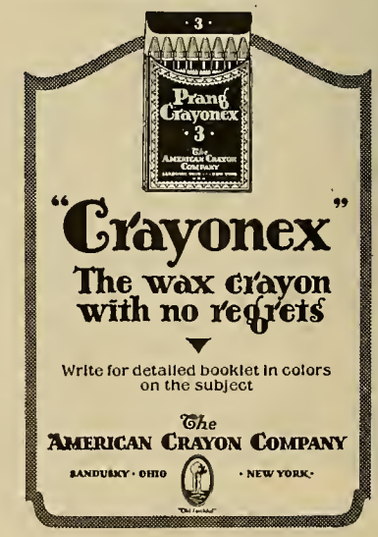
UNIT STUDIES IN GEOGRAPHY, by Rose B. Clark. A practical and flexible course of study in geography which can be adapted to any general course of study and to local needs and interests. It embodies the best points of the project method and maintains as the starting point of every study the spontaneous interests of the child. The unit method is in many respects a new conception of teaching geography, and contains some entirely new types of work, such as an original method of teaching map reading. It can be used with any textbook and contains material for about four years' work in the elementary and grammar grades. There are full instructions and interesting suggestions for the teacher, and generous lists of references—lists for the children's reading, and more extended references for the use of the teacher. (World Book Co. $2.00.)



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MAKING THE MOST OF HEREDITY

Mental Training for the Pre-School Age Child, by Lilien J. Martin, Ph.D., and Clare de Gruchy. Pp. 108. San Francisco. Harr Wagner Publishing Company. 1923.

Few parents can fail to benefit by reading this practical little book. It begins with seventeen questions, bearing on the training of the child, which a parent should ask himself. Each of these is then discussed, in the light of theory and application. Case histories are given by way of illustration.

Human heredity is so mixed that no one is free from some inherited handicaps, while most possess at least a few good points for which they can thank their ancestors. "What all parents need for their guidance," the authors assert, "are the results of their child's physical and mental examinations to determine what he has actually inherited in the way of strength or weakness. Then and then only can they set to work intelligently and root out inherited weakness, teach, train and strengthen the child, work with a steady purpose toward a definite goal, developing in the child his highest abilities and rescuing him from pitfalls, which in many cases were the undoing of his ancestors."

Many volumes have been written on these points, but none simpler and more sensible than this one. P. P.

(From The Journal of Heredity, Oct., 1924.)

AMONG NEW BOOKS

A small volume recently off the press that should be of unusual interest to kindergarten and primary teachers is **An Activity Curriculum**, by Ethel I. Salisbury, director of curriculum making in the Los Angeles city schools.

The book, which can easily be read in the course of a few hours, describes an abundance of activities that have been initiated and carried forward by children in the teaching department of the Southern Branch of the University as well as by those in the public schools. Among the most valuable constructive projects described are: the making of a clock store; making a rag rug for the kindergarten; making things with clay; working out individual problems from wood; and an Easter sale.

Preceding the account of the various pupil-initiated activities is an unusually splendid discussion of some of the fundamental principles involved in the teaching of language, reading, physical education, dramatic art, industrial art, music, nature study, penmanship, and arithmetic.

This new contribution, which is now available in our school library in the Markwell Annex, is especially commended to the attention of our local kindergarten teachers and likewise to teachers in charge of the activity work in the unit organizations. All primary teachers, however, might read it with profit.—Elga M. Shearer, Supervisor, Kindergartens and Primary Grades.

(From Long Beach Superintendents' Bulletin, October-November, 1924.)

THE MODERN SCHOOL READERS. The Socialized School Series. Primer. By Ruth Thompson, Harry Bruce Wilson, Guy M. Wilson. San Francisco: Harr Wagner Publishing Company.

"Socialization in education" is one of the catch phrases of the day and the Wilsons, famous brothers, Harry B. of Berkeley, and Guy M. of Boston University, are idealizing the idea. Ruth Thompson makes the Primer in which things which early fascinate children play an important part. The authors consider this Socialized School Series the most notable of all of their constructive subject method achievements. They have called to their assistance as advisers some of the most successful, forward looking teachers of San Francisco, Oakland, Berkeley, Los Angeles, Boston, Decatur, St. Louis, St. Paul and New Orleans. It is a series from which much may be expected.—(Journal of Education, Nov. 13, '24.)

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ARBOR DAY NUMBER

THE WESTERN JOURNAL of EDUCATION

FEBRUARY, 1925

To California Boys and Girls

Whom do you love among your schoolmates? Not those who throw stones at innocent animals; not those who break and destroy fences, trees, and windows; not those who wish to quarrel and fight; but you do love and respect those who are kind, gentle, and unselfish—the peacemakers.

Weakling cowards boast, swagger, and brag; the brave ones, the good ones, are gentle and kind.

Cultivate kind, gentle, loving thoughts towards every person and animal; and even plants, stars, oceans, rivers and hills. You will find yourself growing more happy each day, and with happiness comes health and everything you want.

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The Western Journal of Education

HARR WAGNER, Editor.
RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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PLANT A TREE
By Lucy Larcom

He who plants a tree,
Plants a hope.
Rootlets up through fibres blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime.
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree,
Plants a joy;
Plants a comfort that will never cloy;
Every day a fresh reality,
Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

He who plants a tree,—
He plants peace.
Under its green curtains jargons cease.
Leaf and zephyr murmur soothingly;
Shadows soft with sleep,
Down tired eyelids creep,
Balm of slumber deep.
Never hast thou dreamed, thou blessed tree,
Of the benediction thou shalt be.

He who plants a tree,—
He plants youth;
Vigor won for centuries in sooth;
Life of time, that hints eternity!
Boughs their strength uprear;
New shoots, every year,
On old growths appear.
Thou shalt teach the ages, sturdy tree,
Youth of soul is immortality.

He who plants a tree,—
He plants love;
Tents of coolness spreading out above
Wayfarers, he may not live to see.
Gifts that grow are best;
Hands that bless are blest;
Plant! life does the rest!
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

(Copyright 1905 by Houghton, Mifflin & Co.)

Source Material for Conservation, Bird and Arbor Day, March 7, 1925

This material was prepared for the Western Journal of Education by Mrs. Grace Chandler Stanley, Commissioner of Elementary Schools. The State Board of Education and the teachers are indebted to Miss Florence G. Billig, Department of Science, Sacramento City Schools, for the compilation.

A BIRD AND ARBOR DAY MESSAGE
By Will C. Wood
State Superintendent of Public Instruction

Throughout all ages man has suffered various ills because of ignorance, the ignorance of his fellow man and his own. Ruthlessly in ignorance has he slain his best friends, the birds of the air, the beasts of the fields, the trees of the mountains. So closely is the balance kept between man and his natural environment that the destruction of a forest may mean the death of a civilization.

Heretofore stress has been laid on an appeal to the spiritual or esthetic sense of pupils in seeking to preserve bird life. While this appeal is justified it does not accomplish all that is desired. Among the forces which aid in overcoming the pests which destroy our orchard crops not the least is the birds. Make, therefore, as a part of your appeal for the preservation of bird life, the argument that these workers in our orchards are man's greatest ally in overcoming the pests which destroy the fruits. Let it be made clear that he who robs a nest of its eggs or the fledglings of their mother helps to destroy the crop of the orchard.

Bring to your pupils the wonder of the balance which the forests help maintain; our climate, the rainfall, the conservation of water are dependent in a great measure on the preservation of our forests. Who plants a tree is a benefactor of his race.

It is the purpose of education to turn the light of knowledge onto the dark places where ignorance abides. Let the pupils be enlightened as to the value of our feathered friends and the trees so worthy of our care.

NATURE IN MUSIC
By Grace C. Stanley

Recently I had such a rare treat that I must tell the teachers and school children of the state about it. Mrs. Alfa Wood Anderson, teacher of music at the Part Time School in Los Angeles, gave a party for a group of young people in her classes who were most interested in music. Mrs. Edward MacDowell, widow of the famous composer, who was in the city at that time, was so interested in the group that she gave up all her engagements for the afternoon to give them a talk on MacDowell's music.

It seems to me a story of her talk is particularly appropriate for the Conservation, Bird and Arbor Day number of the Western Journal of Education.

The first number was TO A POND LILY. This was written to express the emotion aroused at first seeing a pond covered with these beautiful flowers. When Mr. and Mrs. MacDowell were first married they were very poor, but they managed to hire a horse and buggy to drive out into the country. As they drove along the air was suddenly filled with a wonderful odor. Mr. MacDowell had not experienced this sensation before and was eager to find out from whence it came. As they passed a bend in the road they came upon a pond covered with beautiful lilies, swaying gently over the surface of the water. So impressed was the master with the sight, the odor, and most of all by the way in which this lovely flower grows from the black mud at the bottom of a pond up through the water to spread its beauty and sweetness over an otherwise unattractive spot, that he wrote this composition suggesting the idea of how a beautiful soul may grow up out of the worst conditions and fill the whole surroundings with its sweetness.

TO A WILD ROSE was written as a daily exercise and MacDowell intended to throw it away, but by chance it fell on the floor instead of in the fire, and Mrs. MacDowell picked it up. Its beauty was immediately apparent to her and she rescued it for the joy of music lovers the world over. The wild rose of MacDowell is a deep crimson and not the delicate pink of the wild rose of my childhood. It should be played with color—that is, with strong contrasts of loud and soft passages.

IN DEEP WOODS was played in response to a question asked by one of the boys in the class as to why the high note was placed at the end of the composition. This is not so well known as some of the other compositions, but it is very beautiful. As soon as the MacDowells were able to do so they bought a cabin separated from the rest of the world by eighty acres of trees. Here they spent three months every summer, free from the distractions of city life and it was here that much of his composing was done. The trees grew very close together and the trunks were straight and tall, reminding one of organ pipes. The beautiful chords of music are suggestive of organ harmonies. On the last page are a number of clusters of high notes, suggesting the music of the leaves, but not in imitation of it.

The home in the woods was the beginning of the now famous artists' retreat which Mrs. MacDowell is giving her life to perfect. That is another story which you will be interested to find out more about, particularly as Mrs. MacDowell now wishes to establish a similar place here in California in order that great creative artists may have an opportunity to get away from city life and into the country for quiet and the inspiration that comes from nature.

The music and the interpretations were very beautiful and I wish you might have heard it all directly from Mrs. MacDowell, for I feel that my touch is too heavy to express to you the delicacy of the music and the ideas to be conveyed by it. But the finest part of it all is Mrs. MacDowell herself. With such simplicity she told of how she gave up her career as a concert pianist when she married, because two could not practice in two rooms, and she studied cooking instead. MacDowell's music will be an inspiration and joy for many, but Mrs. MacDowell's life will give new spirit to those who face apparently insurmountable obstacles.

THE ORIGIN OF ARBOR DAY

By Florence G. Billig

The first observance of Arbor Day is recorded in an old Swiss chronicle which relates that some time during the fifth century the people of a little village in Switzerland decided that a day should be set aside to plant an oak grove in the public square. On the appointed day, every man, woman and child in the village went to the woods and carefully dug up young trees which were taken to the public square and planted. For many years the people in this small Swiss village observed the anniversary of this planting day by special ceremonies.

Arbor Day in the United States was first observed in Nebraska on the tenth day of April, 1872. As a result of the widespread publicity which was given to the planting day, over a million trees were planted in Nebraska on this, our first, Arbor Day. While many trees had been planted by the settlers prior to 1872, it was in this year that the first organized planting was done. The work has been carried on so systematically in Nebraska that over a billion trees have been planted since the celebration of the first Arbor Day.

The observance of Arbor Day has spread rapidly throughout the United States. Today it is celebrated by every state and territory by means of special planting programs. The idea soon spread to other countries. Spain, Great Britain, Canada, New Zealand, France, Norway, Russia, Japan and China observe the day with appropriate exercises.

In 1909 the legislature of California set aside March 7th as Bird and Arbor Day. Six years later, the name was changed to Conservation, Bird and Arbor Day. The day, March 7th, was chosen because it is the birthday of Luther Burbank. Because Mr. Burbank loves plants and animals and since he has spent his life working with plants—improving them and producing new varieties—it is fitting that California boys and girls should observe his birthday as Conservation, Bird and Arbor Day.

While Arbor Day means a special day set apart for planting purposes, the observance of such a day is only one phase of what is essentially an all-year activity. The interest and enthusiasm which leads us to plant should lead us to care for our tree, trees, shrubs and flowers not only during the remainder of the school year, but during the years which follow, making every day an Arbor Day.

WATERSHED PROTECTION VITAL TO ALL

By M. B. Pratt
State Forester

The prosperity of California depends upon the protection of its watersheds, for it is only as water is available for agriculture and horticulture that the state can keep a permanent class of settlers. California has a long, dry summer and a short rainy season, which makes it necessary to provide abundant irrigation facilities. The State Department of Engineering estimates that there are ten million acres of irrigable land dependent upon the production of a suitable water supply. If all of this land can be developed through the conservation of water and by irrigation facilities, economists state that California should have a population of twenty million people by the year 2000. In order to safeguard the water necessary for the future development of this state, its watersheds must be managed in such a way that erosion shall be controlled, and the run-off regulated by the vegetation growing upon them. It is desirable that the vegetation be in the form of tree growth as much as possible. The present timber belt can be extended by keeping out fires in much of the area where brush is now supreme.

Area of Watersheds

The watersheds of California embrace over 40 per cent of its total area. In order to keep them most effective, it is necessary to prevent the denudation of vegetation upon them, and to correct whatever denudation has taken place in the past. The most effective plan for the reforestation of denuded or devastated watershed areas is the careful, systematic and effective organization of fire prevention and fire suppression forces. The state, in the interest of self-protection, must do its share towards that end. There are approximately 2,201,700 acres in different parts of California, which have been denuded or devastated by fire, lumbering, over-grazing and smelters.

Fire Losses

Fires, which have denuded 981,500 acres, are the chief cause of the injury to watershed cover. They are of two principal origins, natural and artificial, the latter by far the most frequent. The latter is constantly increasing because of the increase in population, rapid transit by automobile, sparks from locomotives and other engines, hunters, burning tobacco, carelessly thrown matches, neglected camp fires, etc. These artificial causes of fire must be diminished by education of the public, protection of railway rights of way and by an increase in the organization of more efficient fire protection.

Lumbering

Lumbering operations, accompanied by or followed by fires, have been responsible for the destruction or partial devastation of 875,000 acres, chiefly in the Sierra pine region. Denudation of 195,500 acres has been caused by smelter fumes, and 149,700 acres have been greatly injured for watershed purposes by over-grazing.

Extent of Economic Loss

These denuded or devastated areas cause economic losses in two ways: (1) They are nonproductive; (2) they are eroded, and the eroded debris from them obstructs streams, fills reservoirs, shoals harbors, and most serious of all, permits storm water, necessary for irrigation and domestic use, and hydro-electric purposes, and mining and navigation to run uselessly into the ocean, after causing in its passage to the ocean great damage by floods.

Conservation of Water

If the water necessary for irrigation, hydro-electric generation, navigation, mining, domestic and other necessary purposes, shall be conserved, looking to the continued prosperity of the state, it is necessary that, not only shall the denudation of California's lands be stopped, but that the enormous areas already denuded shall be rescued and recovered by vegetable protective covering.

Value of Fire Protection

Adequate and persistent fire protection and suppression will furnish at least 80 per cent of the means of reforesting and recovering the already denuded 2,000,000 acres of lands of the state. For the remaining 20 per cent of the means of recovering these denuded lands, various methods have been proposed, such as the planting of trees and the scattering of grass seed. Certain kinds of trees can be grown for this purpose at the state nursery, now in operation near Davis, and successfully planted on denuded areas, providing funds are available for this purpose.

PLANT TODAY AND TOMORROW

By Charles Lathrop Pack
President, American Tree Association

In no year during the half century in which we have been moving slowly but surely toward a forest policy for our country has the attention of our people been focused more on trees than in the year just passed. Now, as we prepare to turn the corner of the first quarter of the century, we may confidently expect a tree-planting activity in 1925 that will outstrip all records.

Trees as vital in the healthful living in the out-of-doors was emphasized by the National Conference on Outdoor Recreation. Trees as a fundamental of our daily life was stressed at the Forest Utilization Conference. Discussion of the advisability of the Christmas tree drew the attention of millions to the fact of a declining forest resource. Many meetings, national, state and local in scope, discussed trees and forest. And, perhaps the crowning event of the year was the enactment into law of a real forest policy through the McNary-Clarke Act.

All of these events — and more — have placed before the American people the picture of a tree. It is a scrawny tree—diseased and broken limbed—for it represents our forest resources as compared with our needs from the forest. Then the citizen looks out of his window at the healthy, sturdy, beautiful elm, oak, maple or pine in his yard or growing along the roadside. This tree is a symbol, too, for it stands for what can be if we plant, conserve and carefully utilize.

So with the coming now of tree-time and the season of Arbor Days, the people of the United States are undertaking a work of tree planting unequaled in the past. Its people are dedicating trees to individuals, to achievement, to the beautification of highways and grounds, to the service of the future, in beauty and wealth. North, South, East and West, women's clubs, patriotic groups, citizens' societies, business organizations, young and old, school children and parents are joining this year to make it a real tree planting year. The American Tree Association has received thousands of requests for tree-planting instructions and Arbor Day programs, and will register thousands of tree-planters in the swelling ranks of the Tree Planting Army.

So, in tree-time, let us help by outlining a few simple rules for so planting the tree that it may prosper and grow strong. Selection of the kind of tree to be planted is important, and consideration must be given to the soil available, the climate and the location of the tree. Trees of long life like a sycamore or an oak are frequently to be preferred over the shorter lived trees like the poplar or silver maple. Then, too, it should be considered whether the tree is the type that will require large space to develop and whether the location that has been selected for it will assure this.

Experience has proved that it is generally more satisfactory to buy nursery trees for planting, although frequently young trees may be transplanted from nearby wooded sections. Evergreens five feet in height and hardwoods up to twelve feet, nursery raised, are generally accepted to give the best results.

In preparing for planting, care must be taken of the tree, for the roots should not be bruised or allowed to dry. Moist earth must be kept around them just before putting into the ground, and any bruised or broken root stems should be pruned cleanly with a sharp pruner. The top of the tree can be shaped up at the same time.

If there is any freedom in the selection of the day for planting, a cool and cloudy one is the best. The hole prepared for the tree should be large enough to take in the roots, extended normally. It should be deep enough to allow the placing of about six inches of good loam as a base and the soil should be worked around the roots with a pointed stick. It is well to soak the soil around so that the trees will stand firmly, and no air spaces should be left. Most trees should be placed in the ground about three inches lower than they were in the nursery or growing naturally in the woodlot.

Spaces that are to be left between trees

can be fixed by no definite rule. Along the sides of highways the planters must be governed by the kind of tree, and the growing space it needs. Save for roadside trees it is as well to plant trees close, allowing the pruning out of the ones that crowd.

Pruning the tree should be taken care of as soon as it is in the ground, providing that it has not been done before. There can be too little pruning, and the tree top should be made to balance the root system. Trimming to the leader or main shoot is frequently best with deciduous trees, although this leader itself should not be pruned back. It is undesirable, save in the case of some cedars, to prune the tops of evergreens at planting time.

Once the tree is in the ground, it becomes a question of care. The support of a stake against strong winds and the protection of guards for trees along streets are advisable. For at least two years the soil around the base of the tree will need cultivation, and pruning with growth is necessary, although governed by individual judgment and the shape of the tree.

These are simple pointers about planting trees. Let us plant many this year. The American Tree Association will send suggestions and an Arbor Day program for a two-cent stamp. It will register the planter in the Tree Planting Army, whose ranks are swelling with those who know what trees mean in beauty and in use to our nation.

Application for Membership in
THE AMERICAN TREE ASSOCIATION

Name .....

Street .....

City .....

State .....

Kind of tree .....

Where obtained .....

When and where planted.....

.....

Witness .....

Street .....

City .....

Witness .....

Street .....

City .....

Enlist your friends in this army of good citizens.
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1214 16th St. N. W., Washington, D. C.

INTERESTING CHILDREN IN BEAUTIFICATION*

By Florence G. Billig

For some time educators have realized that boys and girls are happier and work more efficiently when their school building and grounds are well kept and are attractively arranged. Simply coming in contact with such conditions cultivates a taste for better things. Boys and girls are quick to feel the pleasure and satisfaction which is derived from the close association with pleasant and happy surroundings. The school, through the science classes, can be a force in leading these young people to a better appreciation of the beautiful and skillfully guiding them in the effort to make their school surroundings attractive.

Much beauty may be added to the surroundings by the use of plants for both indoor and outdoor planting. Such plants as the fern, begonia and coleus are excellent for schoolroom decoration during the winter. Bulbous plants, as freesia, narcissus, hyacinth, tulip and Chinese sacred lily, are easily and quickly grown indoors. These plants will furnish excellent material for many science lessons.

* Mr. Will C. Wood, Superintendent of Public Instruction, has sent to all schools in California a price list of trees which may be purchased from the nursery maintained by the California State Board of Forestry, Sacramento, California.

An Elementary Geography Course

requires a text or texts that are instructive, interesting and understandable. We believe our books have those essentials and that they will help to make your course more vital. Each text was written for the youngster by those who understand his needs—yet the material is presented so that the work of the teacher is made more attractive. Too many geography texts tend to make a mere automaton of the instructor. Any of the following books will give new life to your work. You will find the pupils more interested and the final result will be that the students will have really learned their geography.

Knowlton: FIRST LESSONS IN GEOGRAPHY
McMurry & Parkins: ELEMENTARY GEOGRAPHY
Pitkin and Hughes: FARM AND FIELD
Chamberlain: HOME AND WORLD SERIES
HOW WE ARE FED
HOW WE ARE CLOTHED
HOW WE ARE SHELTERED
HOW WE TRAVEL

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Many schools offer opportunity for beautification of the grounds, which in a large part can be carried out by the pupils themselves.

In order that the pupils may intelligently plan the school grounds, they must know the essential features to be observed in lawn planning. These principles can be worked out by the pupils by studying the well-arranged lawns in the community and by reading books and magazines on lawn arrangement.

The pupils may then make a careful study of the plants that have the most pleasing and decorative value. In this study such points as the following would be considered:

1. The type of plant that will best decorate the given spot.
2. The plants which will grow best in the light which they will secure in the given spot.
3. The plants that will give the desired color effects.
4. The plants that will give spring, summer and autumn flowers.
5. The plants that will grow in the given kind of soil.
6. The purpose for planting, as:
   a. Protection.
   b. Shade.
   c. Ornamentation.
      (1) To hide or screen unsightly places.
      (2) To hide or screen porches or back yard.
      (3) To give pleasing color effects.
         (a) For winter.
         (b) For summer.

In the selection of plants for school ground planting, it is best to choose native trees, shrubs or vines. In many localities it is possible to find native trees and shrubs in the woods or fields near the school which are in every way suitable for school planting.

Individual flower beds may be planned and cared for by classes or by groups of children. Tulips, for example, make an attractive bed of early spring flowers. Salvia and coleus plants, which are grown in the hot-bed by the pupils and transplanted to the tulip bed as soon as the tulips are through blooming, make a beautiful bed for summer and fall. A flower bed containing many of the common wild flowers of the community is not only beautiful, but an extremely interesting and instructive spot. Much interest will center around the pruning and care of trees, shrubs and flowers. This work may be taken care of during the regular class periods.

A bird bath can be made of concrete by the boys as one phase of their school work. By this means birds will be attracted to the school yard. As a result, some birds will nest in the trees, shrubs, or in the bird houses made by the children. During the spring and summer the birds will help protect the trees and shrubs by feeding on many harmful insects; and at the same time they will add beauty and charm to the school grounds. During the winter the berries on the shrubs will serve as food for the birds and also will add color to the landscape.

In many cases the children can help in keeping attractive grounds. They can prevent unnecessary paths being made through the lawn. They can keep the lawns free from weeds. In an effort to do this, the pupils in one school organized a dandelion drive. In order to fight the dandelion intelligently, a careful study of the plant and the best methods of eradication was made. At the close of the drive, which covered a period of several weeks, the school lawn was relatively free from dandelions. One lesson which was brought forcibly to the attention of the children was that one person cannot be entirely responsible for dandelions in his own lawn. Hence co-operation with one's neighbors is necessary to make the work successful.

Many books, magazines and bulletins from the state and national departments of agriculture will stimulate boys and girls to greater interest and pride in their surroundings.

The interest and enthusiasm of boys and girls resulting from their close association with an attractive school building and a well arranged ground will make for greater happiness and more efficient work, and at the same time will be a factor in securing greater beauty in the home and in the community.

TREE LISTS FOR DIFFERENT REGIONS OF CALIFORNIA

By M. B. Pratt
State Forester

The following lists may be of assistance in making selections of trees for areas having similar growing conditions. They should be used, however, with great caution because of the wide

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range of soil and climatic conditions that exisst. These conditions are so variable that it is not an easy matter to judge how far given species may be suited. In using the list given, consideration must be given to the results shown by trees in the neighborhood where it is proposed to plant the desired species.

It is impossible to give lists that will hold for all parts of California. Detailed inquiry must be made in each case. The State Forester will be glad to offer advice about the species of trees to select for various parts of the state. In general, the following points may be used as guides in making selections:

1. Do not select species that need abundant soil moisture if the natural water supply is slight.
2. Plant only trees in an alkaline soil that will tolerate the amount of alkali that may be present.
3. Do not plant species characteristic of arid sections of the state in semi-humid regions and do not plant those characteristic of humid regions in arid sections. Use the native vegetation as a guide and plant only those trees that harmonize with it.

REGION 1

Sacramento and San Joaquin Valleys

Highway Trees:

Oriental Plane	European Buckeye
California Black Walnut	Lombardy Poplar
English Elm	Carolina Poplar
American Elm	Silver Maple
Black Locust	Norway Maple
Blue Gum	Arizona Ash
Red Gum	California Live Oak
Forest Gray Gum	California Sycamore
Olive	

Lawn and Street Trees:

Deodar Cedar	Incense Cedar
Monkey Puzzle	Big Tree
Norfolk Island Pine	Camphor
Hawthorn	Tulip Tree
Bur Oak	Oriental Plane
Cork Oak	Italian Stone Pine
Honey Locust	Valley Oak
Crape Myrtle	Pin Oak
Albizzia	Italian Chestnut
White Fir	Irish Yew
Italian Cypress	Arbor Vitae

Windbreaks:

Red Gum	Desert Gum
Blue Gum	Coulter Pine
Monterey Cypress	

REGION 2

Coastal

Highway Trees:

Coast Redwood	California Live Oak
California Black Walnut	Big-leaf Maple
Lombardy Poplar	Blue Gum
Carolina Poplar	Red Gum
Oriental Plane	European Linden
English Elm	American Elm

Lawn and Street Trees:

Oriental Plane	Purple-leaved Plum
California Sycamore	White Birch
Silver Maple	Bur Oak
Tulip Tree	Madrona
English Elm	California Laurel
American Elm	Pink-flowering Locust
Copper Beech	Hawthorn
European Buckeye	Blackwood Acacia
Bull Bay Magnolia	Deodar Cedar
Colorado Blue Spruce	Lawson Cypress
Empress Tree	Bald Cypress
Ginkgo	English Holly
Aleppo Pine	Douglas Fir
Norway Spruce	

Windbreak:

Monterey Pine	Monterey Cypress
Coast Redwood	Incense Cedar
Red Gum	Blue Gum
Lombardy Poplar	

REGION 3

Foothill

Highway Trees:

Oriental Plane	Silver Maple
Bur Oak	English Elm
California Live Oak	American Elm
Carolina Poplar	Lombardy Poplar

Lawn and Street Trees:

European Linden	Incense Cedar
Tulip Tree	Silver Maple
Deodar Cedar	Lawson Cypress
Juniper	Colorado Blue Spruce
Big Tree	

Windbreaks:

Incense Cedar	Lombardy Poplar
Monterey Pine	Austrian Pine
Silver Maple	Carolina Poplar

REGION 4

Southern California

Highway Trees:

Arizona Ash	Red Gum
Arizona Cypress	Sugar Gum
Deodar Cedar	Lemon-scented Gum
Cork Oak	Bull Bay Magnolia

Street and Lawn Trees:

Norfolk Island Pine	Deodar Cedar
Jacaranda	Brazilian Pepper
Coral Tree	Torrey Pine
Orchid Tree	Island Ironwood
Rubber Tree	Victorian Box
Camphor	Bottle Tree
Flame Tree	Brisbane Box
Canary Island Pine	Australian Brush Cherry
Bailey's Acacia	Beefwood
Scarlet-scented Gum	Carob
Catalpa	Catalina Cherry
Lawson Cypress	Italian Chestnut
Blue Cypress	

Windbreaks:

Monterey Cypress	Monterey Pine
Red Gum	Australian Beech

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Tamarisk	Red Gum
Bottle Brush	

Fairly Resistant

Blackwood Acacia	Arizona Ash
Big Leaf Maple	Honey Locust
Beefwood	California Black Walnut
Carob	Aleppo Pine
Camphor	Cork Oak
Italian Cypress	Black Locust
English Elm	London Plane
Canary Island Pine	

SHRUBS FOR CALIFORNIA HOMES IN THE NORTHERN INTERIOR VALLEYS TO AN ALTITUDE OF 3000 FEET

By W. Vortriede
State Gardener

Because scientific names of shrubs are used in all nursery catalogues and because they must be given in ordering shrubs, they are used in this list. Whenever the plant has a common name other than the scientific one, it is also given.

1. Evergreen shrubs suitable for planting near foundations of buildings.

a. Shrubs, 2 to 12 feet tall:

Abelia grandiflora; Acacia cultriformis; Callistemon robustus (bottle brush); Carpenteria californica; Ceanothus thrysiflorus (California wild lilac); Choisya ternata (Mexican Orange); Cistus albidus, C. crispus, C. ladaniferus maculatus, C. monspeliensis, C. salvifolius (rock rose); Coronilla glauca, C. glauca variegata; Cotoneaster acuminata, C. franchelti, C. pannosa, C. horizontalis, C. microphylla, C. microphylla thymifolia; Daphniphyllum macropodum; Diosma ericoides (breath of heaven); Elaeagnus pungens argentea; Erica mediterranea, E. mediterranea hybrida (heather); Escallonia rubra; Garrya elliptica (silk tassel bush); Leptospermum laevigatum (Australian tea tree), L. nicholsii; Lonicera nitida (honeysuckle); Nandina domestica; Pittosporum tobira, P. tobira variegatum; Polygala dalmaisiana; Pyracantha anguatifolia (evergreen hawthorn; P. crenulata (Chinese evergreen hawthorn); P. crenulata yunnanensis; Raphiolepis japonica; Ruscus aculeatus (butcher's broom); all varieties of Evonymus japonicus, Myrtus communis (myrtle), Nerium oleander (Oleander and of Viburnum tinus (laurustinus); all species of Genista (broom), Hypericum, Ligustrum (privet), except L. japonicum, Mahonia and Veronica.

b. Shrubs 12 to 30 feet tall:

Acacia baileyana, A. podalyriaefolia, A. pravissima; Arbutus unedo (strawberry tree); Azara microphylla; Buddleia variabilis (butterfly plant); Buxus balearica (box), B. sempervirens varieties; Cornus capitata (evergreen dogwood); Ceanothus thrysiflorus (wild lilac), C. arborea; Cotoneaster frigada; Escallonia berteriana, E. montevidensis, E. rosea; Eugenia myrtifolia (brush cherry); Ilex aquifolium varieties (English holly); Laurus nobilis (bay tree); Ligustrum japonicum (Japanese privet); Parkinsonia aculeata (Jerusalem thorn); Photinia arbutifolia (Christmas berry); P. serrulata; Pittosporum eugenioides, P. tenuifolium, P. crassifolium; Prunus ilicifolia (holly-leaved cherry), P. ilicifilia integrifolia (Catalina cherry); all varieties of Prunus laurocersus (English laurel), and P. lusitanica (Portugal laurel); Vibernus tinus strictum (laurustina); Pyracantha coccinea (burning bush); P. cocines lalandi.

2. Evergreen shrubs for backyard fences and high hedges:

Arbutus unedo (strawberry tree); Buxus balearica (box); Escallonica rosea; Leptospermum laevigatum (Australian tea tree); Ligustrum ludicum, L. japonicum (Japanese privet), L. ovalifolium (California privet); L. vulgare (English privet); Photina arbutifolia Christmas berry); Pittisporum eugenioides, P. tenuifolium; Prunus ilicifolia (holly-leaved cherry; Pyracantha coccinea (burning bush), P. coccinea lalandi; Viburnum tinus (laurustinus).

3. Evergreen shrubs for screens and low hedges:

Abelia grandiflora; Berberis darwini (barberry), B. wilsoni; Buxus sempervirens (boxwood); Cistus albidus (rock rose); Cotoneaster microphylla; Diosma ericoides (breath of heaven); Evonymus japonicus albo marginatus (silver-margined evonymus:, E. japonicus microphyllus; Hypericum patulum henl; Ligustrum coriaccum (privet); Lonicera nitida (honeysuckle); Myrtus communis (common myrtle); Veronica decussata, V. speciosa andersoni, V. speciosa imperalis Imperial Veronica); Viburnum tinus (laurustinus).

4. Evergreen shrubs for berries:

Arbutus unedo (strawberry tree); Barberis darwini (barberry), B. subcauliata, B. wilsoni; Cornus capitata (evergreen dogwood); Mahonia aquifolium (Oregon grape); Nandina domestica; Raphiolepis japonica; Ruscus aculeatus (butcher's broom); all species of Cotoneaster, Ilex (holly), and Pyracantha (evergreen hawthorn).

5. Evergreen shrubs for flowers:

Abelia grandiflora; Berberis darwini (barberry), B. wilsoni, B. stenophylla, B. subcauliata; Callistemon robustus (bottle brush); Carpenteria californica; Choisya ternata (Mexican orange); Chorizema ilicifolium; Cornus capitata (evergreen dogwood); Coronilla glauca, C. glauca variegata, C. emerus; Diosma ericoides (breath of heaven); Prunus lusitanica (Portugal laurel); Leptospermum nicholsii; Poygala dalmaisiana; Raphiolepis japonica; all species of Acacia; Ceanothus (wild lilac), Cistus (rock rose), Erica (heath), Escallonia, Genista (broom); all species and varieties of Buddleia.

6. Evergreen shrubs for beauty of foliage:

Aucuba japonica (gold dust plant); Azara microphylla; Berberis darwini (barberry); Elaegnus pungens argentea; Eugenia myrtifolia (brush cherry); Laurus nobilis (bay tree); Mahonia aquifolium (Oregon grape), M. japonica (Japanese mahonia); Nandina domestica; Prunus ilicifolia (holly-leaved cherry); P. laurocerasus latifolia (English laurel), P. lusitanica (Portugal laurel); Veronica decussata, V. decussata variegata, V. speciosa andersoni, V. speciosa andersoni variegata; all species of Pittosporum; all species and varieties of Ilex (holly); all varieties of Evonymus japonicus and of Myrtus communis (common myrtle).

EVER LIVING MONUMENTS

By J. D. Grant
(Chairman of the Board of Directors, Save the Redwoods League)

Following the Great War the idea of the appropriateness of trees as memorials to soldiers who lost their lives in the service of their country became popular in all those countries which were engaged in the war. The Arnold Arboretum of Harvard University in response to the many inquiries which it received published a bulletin on the subject of Memorial Trees in which it discussed the value of different types of trees and the qualities which make them appropriate or inappropriate as permanent memorials. The bulletin said in part:

"Trees as memorials appeal to the imagination of many persons. Theoretically they have much to recommend them for this purpose. There are few men who would not be happy in thinking that their memory was to be kept green by one of the great New England Elm trees, or by such a Live Oak as grows in Audubon Park, New Orleans, but in recent years the best Elm tree in Massachusetts was first mutilated and then destroyed by storms long before it reached maturity, and the large New Orleans Live Oaks may at any time succumb to one of the West Indian hurricanes which every year destroy buildings and trees on the Gulf Coast.

"There are at least two splendid memorials made by trees. The best known of them are rows of Cryptomerias which shade the road which leads to the Temples in Nikko, Japan. These trees were planted between 1631 and 1651 and extend for a distance of twenty-four miles along the road. A few of the trees have been killed by fire, but by the latest reports 18,308 trees are still standing and in good health. The story of their planting is interesting. When the Temple at Nikko, which is the burial place of Ieyasu, the founder of the Tokugawa Dynasty, was built, his successor in the Shogunate called upon the Daimyos of the Empire to send each a stone or a bronze lantern to decorate the ground about the mortuary Temple. All complied with the order but one man, Matsudaira Masatsuma, who, too poor to send a lantern, offered instead to plant trees by the roadside that visitors to the Temple might be shaded from the heat of the sun. He did his work so well that these trees promise to live for centuries longer, and this memorial to Ieyasu is one of the important sights of Japan. The second of the great tree memorials is in California where a block of Redwood forest on the Eel River was dedicated in 1921 to the memory of Colonel Raynal Cawthorn Bolling of the American Aviator Service, who was killed in France on March 26, 1918. If trees are selected as a memorial there can be nothing more splendid and more enduring than a part of the Redwood forest, the most beautiful of all the forests of the world. The Redwood is the tallest of all trees and one of the largest in girth of stem. It grows in a region of humid atmosphere where forest fires rarely occur, and if the trees are cut, or killed by lightning they reproduce themselves by shoots which grow from the stump. The man who has secured this Redwood memorial for his friend has done patriotic service, too, for his country. For the Redwood forest, which occupies only a narrow strip of territory along the coast of Northern California contains the greatest stand of valuable timber per acre in the world, and in the hands of lumbermen must soon disappear if the movement now on foot to preserve at least parts of it is

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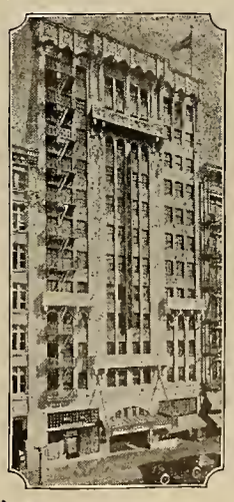

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not successful. If memorials are to be erected for soldiers and other men in the form of trees the Redwood forest offers the best opportunity in beauty and permanency which can be found anywhere in the world."

It was peculiarly fitting that such a memorial should have been selected for Raynal C. Bolling. He was a lover of the out-of-doors; a man who spent much of his time in the open; one from whom the appeal to save the Redwoods would have brought an instant response.

Colonel Bolling was the first American officer of high rank to fall in the World War. The circumstances surrounding his death, the story of how he refused to surrender and fought against overwhelming odds in the shelter of a shell hole until his pistol was empty, forms one of the stirring chapters of the war. The majestic beauty of the Bolling Grove will call to the minds of thousands of travelers each year the bravery of his death, the noble dignity of his life.

Bolling Grove is situated at the junction of Elk Creek and the south fork of the Eel River, about forty-five miles from Eureka in the heart of one of the most representative redwood areas in Humboldt County. Through its entire length passes the Redwood Highway. Its location, on a bend of the river, commands a striking vista of the surrounding forests. The Grove is now a part of the Humboldt State Redwood Park, and is under the protection and control of the California State Board of Forestry.

Franklin K. Lane Memorial Grove

The establishment of the Franklin K. Lane Memorial Grove in Humboldt County, California, in August, 1924, bore out the prediction of Madison Grant of New York when he said in 1921, at the dedication of the Bolling Memorial Grove, "It was a thought not merely happy, but one of possibly far-reaching consequences, that inspired Dr. John C. Phillips of Boston to select for his brother-in-law perhaps the most beautiful and permanent memorial ever chosen for a soldier." The example set by Dr. Phillips was followed by the dedication of a memorial to Edward R. Hickey, another to Frederic Saltonstall Gould, a third to the Pioneers of Humboldt County, and finally, the memorial to the late Honorable Franklin K. Lane, Secretary of the Interior under President Wilson—a well-beloved Californian and one of the outstanding statesmen of the period of the Great War.

The memory of Franklin K. Lane has been honored by the establishment of this grove, not only because of his great service to the nation and to the State of California but also because he was the first President of the Save the Redwoods League, and lent his powerful influence to this cause at the time when the movement was beginning. The fund to establish this grove was raised among his friends and admirers by Edward E. Ayer of Chicago.

The Franklin K. Lane Memorial Redwood Grove is one of the finest tracts of timber in the Redwood Belt and contains some of the largest and most symmetrical specimens of these trees, many of them close to 2000 years old. It contains practically 200 acres at the present time. The Lane Grove is situated on the California State Highway 228 miles north of San Francisco. It is the plan of those who dedicated the grove to establish a model camping ground adjacent to the main body of Redwoods. This will serve not only to protect the age-old trees, but to give the grove a usefulness and purpose which was the key-note of the character of Franklin K. Lane. Those who had the matter in charge selected a grove that would not only be distinctive and attractive in appearance, but also one that would be easily accessible—a grove that could be readily reached by his friends, and in which they could take a pride, as being worthy of the distinguished man they are honoring. The Franklin K. Lane Grove meets all requirements. It is a complete grove, of adequate size, and will be part of the system of State Redwood Parks for which forest lovers throughout the nation are striving—stretches of virgin forests of the oldest and grandest trees in the world.

The example set by Dr. Phillips was followed in the same year by a gift to the state of 40 acres from a San Francisco lumber firm. The gift was made in the names of Mr. and Mrs. Miles Standish and Mr. and Mrs. H. B. Hickey as a memorial to Edward R. Hickey, the son of the latter.

This charming spot on the highway in Northern Mendocino County is an ideal one for camping. The South Fork of the Eel River runs through the property.

The third memorial grove, like the Bolling Grove, is located within the boundaries of the Humboldt State Redwood Park. It is dedicated, as the simple tablet indicates, to "Frederic Saltonstall Gould—a lover of trees." It was purchased by the California State Forestry Board with the assistance of Mrs. Clara Hinton Gould of Santa Barbara, and is an ever-living monument to her husband, himself an ardent naturalist. A feature of the Gould Grove is the wonderful undergrowth of fern and oxalis which carpets the ground. Located directly on the State Highway, its beauties will be enjoyed each year by thousands of travelers into the Redwood region.

Humboldt County's Pioneer Grove

On September 23, 1923, a wonderful tract of giant Redwoods on the State Highway, about sixty miles north of Eureka, was dedicated as a memorial to Humboldt County's Pioneers. Mrs. Zipporah Russ, the donor of the grove, crossed the plains to California in 1852. She first saw the Redwood forests the next year, when, with her husband, she came to make her home among them. At that time the forests stretched for mile after mile in unbroken line. These giant Redwoods stood as they had stood for over a thousand years, silent witnesses of the comings and goings of generations of wild life. Mrs. Russ saw what followed inevitably on the arrival of the white man. Each year she witnessed the further inroads of the ax and saw. Forests that had taken centuries to produce were destroyed in a few days. In their stead were left desolate wastes of blackened stumps. What more fitting memorial could she have chosen for Joseph Russ and for the pioneers with whom he helped to build up the Commonwealth, than to secure forever from destruction a grove of the magnificent trees among which he and they had spent their lives!

Some of the largest trees of the Redwood belt are found on this tract of timber. One enormous sequoia particularly has been discovered, which is believed to be among the largest in existence. Not only Redwoods, but massive firs, hemlocks, maples, spruce, oaks, and other trees make this an area of unusual beauty. Prairie Creek, its banks overhung with masses of fern, wends its way through the grove. It is still in its primeval state, and many of its acres have probably never been trodden by man. The Humboldt Pioneer Memorial is deeded to the State to be held forever as a public Redwood Park, and it is stipulated that the timber thereon shall never be cut or destroyed, but that the tract shall be kept in its natural condition.

Groves in Honor of the Living

A new development of the same idea is that of naming exceptionally fine groves after living celebrities. In the main unit of the Humboldt State Redwood Park a unit has been set aside to honor former Governor William D. Stephens of California, under whose administration the act creating the Humboldt State Redwood Park and appropriating $300,000 for an initial purchase, was passed. The first grove of giant Redwoods which one passes through in Humboldt County, and indeed there is no finer, is named after the present Governor of California, Hon. Friend W. Richardson. Through the generosity of Mr. George Frederick Schwarz of New York a beautiful grove of 157 acres in northern Humboldt County has been saved and is soon to be dedicated to Col. Henry S. Graves of the Yale Forest School, who has rendered exceptional service to his country in the field of forestry.

"Highway of Giants"

It is the hope of the Save the Redwoods League that the development of the memorial grove idea will mean the preservation of an increasing number of the beauty spots among the northern Redwoods. However, the league's work by no means ends with this. An essential part of its program is the establishment of a National Redwood Park, of not less than 20,000 acres, which shall be truly representative of the Redwoods in their finest maturity. And such a park should be the culmination of a "Highway of the Giants," leading from the "Southern Sentinel," southern-most Redwood in the world, in Monterey County, connecting each of the now isolated groves which remain along its route, until in Humboldt and Del Norte Counties it should travel through a continuous forest of these giant trees saved through the action of the people of California and the generosity of private individuals.

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FISH RESOURCES OF THE KLAMATH RIVER

By Harold C. Bryant

To an easterner, a river usually means navigation and increased facilities for commerce. Here in the West, we emphasize the value of a stream as a source of water for irrigation or as a source of hydroelectric power. Too often, in thinking of these artificial uses to be made of a stream, we overlook the natural resources as evidenced by the forms of life dependent upon the waters of the stream.

The successful attempt made by conservationists to save the Klamath River from spoliation, as a result of the proposed building of a number of high dams near the mouth of the river, reminds us that sometimes the natural resources of a stream are considered worth saving. The fish resources alone of this famous stream furnish sufficient material for evidence as to the inherent natural assets of the stream, even though fur-bearing resources and mention of recreation be entirely omitted.

The two most notable fishes of the Klamath River are the king salmon and the steelhead trout, both of them primarily food and game fishes. The king salmon is the largest and most desirable of the four varieties which are found in the river. It is the king salmon, sometimes called Quinnat, Chinook, or Sacramento salmon, that is most highly prized by sportsmen and by those who wish the fish primarily for food. The silver, hump-backed, and dog salmon, though less desirable from every standpoint, are still large, important fishes. They have, however, a different sort of life history. The king salmon is born in the tributaries of a large coastal river but spends most of its life in the open ocean, returning again to the stream to deposit its eggs. It is seldom that a king salmon on the Klamath River grows to be more than four years old for, after spawning, both the adult male and female fish die, leaving the whole future of the race to the small fish which are to hatch from the eggs deposited in the gravel of a small tributary stream. A small cannery situated at the mouth of the Klamath River reminds us that this fish is taken in quantity and canned. The fact that a spawning station of the California Fish and Game Commission, situated on the river, succeeds in taking twenty millions of eggs a year shows that the run of king salmon in this river is the best unspoiled run left in the state. Some of the largest fish taken during spawning operations weigh from 40 to 60 pounds.

The steelhead trout, although spending part of each year in the open ocean, returns to the fresh water stream to deposit its eggs. Unlike the king salmon, the steelhead spawns two or three years in succession. The adult fish on the Klamath usually weighs about 10 pounds. Few fish are more attractive to the sportsmen than the steelhead for it is very gamy, leaping clear of the water several times after being hooked and then taking considerable skill on the part of the angler to land his catch safely. Several other trouts of lesser size help to make the Klamath exceedingly attractive to the angler. This is one of the only streams containing a sea-run of the cutthroat trout and a sea-run of a large rainbow trout.

The largest kind of fish native to the waters of our streams, but one now nearly extinct, is still to be found in the Klamath River. This is the sturgeon, a fish depleted by destructive methods of fishing to such an extent that the fish must now be protected the year round. Originally a despised fish by any but the Chinese, it is now highly prized as a source of caviar, an expensive dish of the epicure, made from the eggs of the sturgeon. A sturgeon oftentimes grows to be 5 feet in length and over 100 pounds in weight.

The best run of candlefish to be found in the state of California is that of the Klamath River. This remarkable fish is so full of oil that it can actually be used as a candle after being dried and supplied with a wick, yet its flavor is so delicate that many consider it superior to any fish as food. The Indians to the north often secure a year's supply of fat by a unique process of rendering it from candlefish.

Also concerned are eels, those strange fishes which have been a source of endless debate from the Greek days to the present. For many years nothing was known of their spawning habits, but it is now a known fact that the common eel spends part of its life in a fresh water stream but spawns in the ocean, reversing the migrations of such a fish as the salmon. Like the salmon, the parent eels die after spawning.

These are some of the fish which are now secured safe breeding grounds as a result of the creation of the Klamath Fish Reserve by a vote of the people at the last election. They constitute assets difficult to evaluate in dollars and cents. A visit to this famous stream with attention paid to the fish life in it, will assure many an individual that it was wisdom to save these fish from destruction.

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THE CONSERVATION OF CALIFORNIANS

By Katherine Chandler*

This year of 1925 is an opportune time for us to consider all things Californian and to plan for the conservation of those we deem worthy of preservation. It is the seventy-fifth anniver- of our stepping from the glorious romantic Spanish period into the rushing tide of Anglo-Saxon civilization.

In this three-quarters of a century, we have progressed in our consciousness of the rights of human beings; but we have been very destructive in our attitude towards other classes of creatures, natives of Californian soil before we Americans, or Spaniards, or even our Indian fore-runners had heard of the land.

Could the Early Miner awaken today, he would be horrified at the changes that have taken place since 1850. People, people, everywhere; always rushing past; no time to chat nor pass on the news nor to take the slightest interest in a fellow's welfare, except to interfere with his personal habits. In 1850, he washed his frying pan in any stream and let his sewerage seep where it would; he got a deer when he needed meat, and took a trout any day of the year; and every one was free under the sunny Californian skies, as long as he respected the property rights of his neighbor.

It was this same Early Miner's account of the sunny California, her wonders under and above ground, her delightful Spanish-speaking inhabitants, her beauty and her healthfulness, that brought the rush of new comers and changed his delightful conditions. All the world was interested in the marvelous gold fields, such as the earth had never before known. The newspapers of all languages published every scrap of information they could obtain. The gold itself furnished capital for new newspapers to spread the tidings and for the printing of books based on the Miner's actual experiences or on his letters to his home folk.

With the influx of so many people from so many lands, our civilization suddenly jumped past the stage where each man would consider his neighbor's rights; and we had to pass laws so that each human being, however humble, would have an opportunity to gain a livelihood and to pass his days in peace. With the growth of cities and the developing of new inventions, the laws have multiplied. Today we have school laws, sanitation laws, industrial laws, and a thousand other laws, until man's relations with his fellow man are delicately balanced in the scales of justice.

After we had made laws to secure safety to man, we became sensitive to the rights of other animals. We awakened too late to save the sea otter, which teemed in San Francisco Bay until about a century ago, when the Russians brought their Aleutian hunters down and slaughtered every last otter and carried their lustrous skins to Pekin and Moscow, thereby gaining great fortunes, while California lost some of her children who might today be furnishing us with a world-prized industry. However, we are awakened and now we have laws protecting the deer, the trout, the salmon, the quail and other game so that they have some chance for their lives in their native habitat.

We are just beginning to be aware that another class of native Californians needs laws to conserve its existence—that beautiful Plant Kingdom which added charm to our hills and vales before there was ever an eye of man to admire. Under the sunny Californian sky they thrived and developed and diverged until this little corner of the Pacific Coast has a number of species not found elsewhere upon the earth's surface. If we let them be uprooted and destroyed, we deprive the world of a treasure that we cannot replace.

Already there are some laws passed for the protection of certain plants. One prohibits picking the Christmas Berry without the written consent of the owner of the land upon which it grows. When we see automobile after automobile speeding cityward on Sundays laden with long branches of the ruddy berries we recognize that a lawless element is abroad. Aside from its beauty, the Christmas Berry has a historic interest to us. When the Spaniards settled Northern California at Monterey in June, 1770, it was impossible to bring many beautiful things with them, because of the crude transportation of the period. They toiled in building their adobe houses, and regretted the bright furnishings of Spain and Mexico. Imagine the delight when an exploring party found in a gulch southwest of the settlement a colony of bushes bearing radiant berries. It was just before Christmas in 1770, and every year since these beautiful berries have carried a Christmas spirit into our homes, just as they did into those first adobe houses in old Monterey. The Spaniards called them "tollon," or gulch berries, "tollon" being the Spanish word for gulch. We, who are conserving Californians, should have a care to preserve our beautiful California names in the purity of their pronunciation and in the correctness of their spelling. There is no root, nor history, for the word "toyon" and we should wave it aside as we would "San Hosa," should some one unacquainted with the Spanish language misspell it. Our earliest American botanists used the word "tollon" and we should preserve it, just as we do Vallejo.

As the tollon bushes are broken off in the fall of the year, so in springtime is the red bud mistreated. If we remember the Indians' folk tale, "How the Flowers Came to California," we would so admire its adventurous spirit that we would never harm its gay beauty.

Each year the sentiment to save these shrubs and our forests grows stronger. Their destruction works such apparent havoc, in washing away of soil, creating gullies, changing landscapes, and effecting climates, that even the near-blind can perceive the need of their protection. Perhaps, in a few years, even the most callous passer-by may be content to admire their beauty without destroying their lives. Let us hope his education may proceed still farther.

Today the most exquisite class of Californians ever created appeals to us for protection—the large and beautiful Lily Family. What would our hillsides be without the Calochortus, the Trillium, the Fritillaria, and all their beauteous sisterhood. Yet, even you and I, plucked them carelessly, with no thought of their lives. No lily should ever be plucked. It should be cut with a scissors. This leaves the bulb in the ground to multiply and send up more lovely flowers. If you pull up a Brodiaea, or any lily, and see the lower stem white—if you break it and see the white lower stem—just feel in your heart that you are a modern Cain. You have killed all the possibilities of that plant's further beauty.

If we will just consider the plants are living creatures, in a way similar to ourselves, living, breathing, growing, doing good work of some kind, we will no more destroy their lives than we will take a gentle fawn by the neck and twist its head off. Yes, I believe it hurts the fawn more, but the effects on the creature's life are the same.

Let us all conserve together, not only by laws, but by sentiment and by habit all these beautiful Californians who at a casual glance seem rooted to one spot but whose descendants, if undisturbed, will drift up and down our coast and make our State again the Garden Spot of the world.

* Author of "As California Wild Flowers Grow", published by the Harr Wagner Publishing Company, San Francisco; "Wild Flowers Children Love," and other nature books.

WILD POPPIES

By Grace Hibbard

Beautiful, golden wild poppies,
  That nod in the soft balmy air,
Well were you chosen the emblem
  Of the land of all lands most fair.

Who painted you, golden poppies?
  Were you here when the world was new?
Were you painted by the morning?
  Do you mirror the sunset's hue?

Do you grow from seeds of bright gold
  That are hidden away from sight?
Are you stars come down from the sky
  That shine in the radiant light?

Are you golden cups o'erflowing
  With jewels of raindrops and dew?
Why are you so constant-hearted
  To the State that has chosen you?

With gold you can carpet the meadows,
  Like the gold-paved "Land of the Blest."
Wild poppies—the flower emblem
  Of the State of the Golden West.

"Wild Poppies".—1893.

OWLS ON THE NIGHT SHIFT

By William L. and Irene Finley

For ages the owl has been regarded with superstition, an ill-omened bird of prey. Perhaps it is not unnatural that we take a dislike to a fellow who is up all night and is sleeping during the day. There is always a suspicion against a night prowler whether he be bird, beast or man. Yet as long as we have a great army of ground folk that ravage our gardens and orchards at night, we must have night watchmen or policemen to keep these robbers in check. If the gophers, squirrels, mice and rats had free rein, they and their children would soon take almost everything. In fact, they would nearly eat us out of house and home.

To prevent such a calamity, Mother Nature has put the owl on the night shift. She has equipped this bird in a wonderful way for his life work. The eyes of an owl are not in the side of the head like those of a sparrow, but they are fixed in their sockets in front in a peculiar way, so that the bird cannot look in different directions without turning his head as a person does. The eyes of a barn owl are in the center of two circles of filmy feathers, with a hooked beak betwen, creating an expression not bird-like, yet not quite human. The vision is so keen that an owl detects the slightest movement. The bird is often called the monkey-faced owl, because of his odd appearance.

Some owls have tufts of feathers above the eyes which can be raised or lowered. Since these give the appearance of ears, some people have the idea that these are in some way a part of the real ear; but the strange formations have no real connection with the hearing. These feathered tufts or horns serve merely as ornaments. The ear opening is large and the hearing is keen enough to catch the footsteps of ground animals that move around on the hunt. It is likely that an owl can hear a mouse further than he can see it.

The clothing of an owl is loose and fluffy, making the bird appear larger than it really is. The feathers are soft and fringed. Even the strong wing feathers are edged with down so that flight is noiseless when the owl flaps over a field. In this way rodents have no warning of his coming. His claws are pointed like needles and have the strength of a steel trap. They pierce the small ground animals with little effort and the flesh is torn by the hooked beak. When an owl pounces upon a squirrel or rabbit, the animal appears to be terror stricken. The owl strikes for the head and neck. As a general rule, he eats the head first.

A young owl has a big appetite. He will eat his own weight in food every night, and more if he can get it. There is a case on record where a half-grown owl was given all the mice it could eat. It swallowed eight one after another, and the ninth followed, all but the tail, which for a time hung out of the bird's mouth. In a few hours this same bird was ready for a second meal and swallowed four more mice.

An owl is not particular when he eats. He tears a small animal to pieces, swallowing meat, bones, fur and all. The nutritious parts are absorbed in the stomach and the indigestible matter is formed into oblong pellets and disgorged. About any owl's roost or near its home, one may find numbers of these pellets. A scientist by examining these can tell exactly what the bird has been eating and can make a fair estimate of the size and number of the owl's meals.

The best known record of this kind concerning the food of the barn owl was that which was made from a pair that occupied one of the towers of the Smithsonian Institution at Washington. Dr. A. K. Fisher, who is our greatest authority on the food of hawks and owls, collected and examined 675 pellets. These showed that the owls had eaten 1596 mice, 134 common rats, 54 shrews, and 37 other mammals and birds. From this menu, any person can see that these owls are worth a great deal about the community where they live.

It is not surprising that some people shudder at the night call of the owl. Some owls have weird sounds like the wail of something lost. Yet to one who understands the language of the owl, it is not at all uncanny. The musical whimper of the screech owl, the deep hoot of the great horned owl, and the scream of the barn owl are all interesting sounds of the night. We live so much in the glare of daylight that we never get acquainted with many furred and feathered folk that live in the dark.

About two hundred different species of owls are found in various parts of the world. About

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twenty of these inhabit North America. As a rule, they are birds of the woods, but some live on the open marshes and plains, others around old buildings. The tiny elf owl of Arizona is about the size of an English sparrow. I have found many of them nesting in old woodpecker holes in the giant cactus. The pigmy owl is a little larger, and while many people think that an owl cannot see well during the day, yet this little fellow often hunts in broad daylight. The short-eared owl is also a bird that flies over the field in broad daylight and hunts very much like a hawk. It nests on the open ground in a field. The burrowing owl is a little fellow often seen during the day on the plains in the west and south, where he sits at the mouth of an abandoned hole of a squirrel or prairie-dog. He nests from three to six feet under ground. The long-eared owl and the great horned owl are birds that often nest in an abandoned crow's or hawk's home. The latter is the largest and most powerful of the commoner owls through the United States. The snowy owl of the north is also a large bird and is sometimes almost pure white in winter. In very cold weather and when food is scarce in the very far north, he may be found wintering in the northern part of the United States, but as a rule he is not a regular visitor, as he prefers the colder climate of latitudes above the Canadian border.

(By permission, Nature Magazine, January, 1924.)

OWLS

Western Horned Owl

The one outlawed member of the owl family is the great horned owl. The economic standing of this bird seems to depend largely on locality. In regions where rodents are plentiful it feeds chiefly on them, but when this kind of food is not available it then attacks birds as well as making frequent inroads on domestic fowl. It has been suggested that, "if farmers would shut up their chickens at night, instead of allowing them to roost in trees and other exposed places, the principal damage done by this bird would be prevented."

Barn Owl

While the great horned owl is of doubtful utility, the barn owl, or monkey-faced owl, as it is commonly called, stands out pre-eminently as a friend of the farmer.

The wonderful faculty of the owl for seeing in the dark, and its silent flight, due to its soft, fluffy feathers, make it possible for this night watchman to pounce unawares upon its victim, and when the luckless mouse or gopher has been once grasped in the strong talons, no escape is possible. The owl then crushes the skull and large bones of its prey and proceeds to swallow it head first, fur and all. After a time the indigestible portions are disgorged in the form of pellets. By studying the pellets about the nest much can be learned concerning the kinds of food eaten by these birds.

Because of its nocturnal habits and ability as a mouser, the owl is sometimes given the name of "winged cat", but its capacity for food is much greater than that of our feline friend, for one owl will consume as many mice and gophers during the night as a dozen cats.

The barn owl is not noted for its beauty, for as some one has well said, "it looks like a toothless little old woman, with a hooked nose." However, this does not interfere in the least with the good work done by this bird, and the farmer is indeed fortunate if he can get a pair of barn owls to make their home on his place. One man has gone so far as to say that he would gladly pay ten dollars for every barn owl he could get to nest on his place. A large part of its food in California consists of gophers, and for this reason, if for no other, this bird should have absolute protection wherever it is found, for the destruction of these rodent pests means the protection of many gardens, orchards and alfalfa fields.

California Screech Owl

The little screech owl, in its various forms, is the best known of the owl family, being generally distributed all over the country.

In the case of the screech owl, the old superstition that it was a bird of ill omen probably arose from its weird, tremulous note. The quality of this sound has given rise in some places to the name of "shivering owl", which is really more appropriate than its present one, for the song lacks the harshness indicated by the name, screech owl.

During the hours of daylight the screech owl remains hidden among the thick foliage of trees or in some hole, but when night comes business hours begin, for this bird is decidedly nocturnal in its habits, doing all of its hunting at night. Concerning this Dr. A. K. Fisher of the United States Biological Survey says: "At nightfall they begin their rounds, inspecting the vicinity of farmhouses, barns and cornerbs, making trips through the orchards and nurseries, gliding silently across the meadows, or encircling the stacks of grain in search of mice and insects. Thousands upon thousands of mice of different kinds thus fall victims to their industry. Their economic relations, therefore, are of the greatest importance, particularly on account of the abundance of the species in many farming districts."

The nesting site selected by these birds is usually a cavity in some tree, the oak or cottonwood often being chosen, while in some sections they also nest in orchards. As they generally remain in one locality throughout the year, they are especially valuable to the farmer, for they thus furnish a constant check on the increase of vermin pests.

Burrowing Owl

The little burrowing owls are common residents of the open country, in the valleys and foothills of most sections of the state. Trees are not at all necessary for their comfort, for the snug burrow of a prairie dog, ground squirrel, rabbit or gopher is much more to their liking for a nesting site. Nature has not furnished them with feet made for digging, but this is not necessary, for their fighting propensities are sufficiently developed, so that it is an easy matter for them to force the rightful tenant to abandon its burrow, in order that they may take possession.

In this sheltered underground home, which varies in length from four to ten feet, all the way from six to eleven glossy white eggs are laid. The nesting season lasts for about three weeks and during this time each bird assumes its share of the family cares. In fact, sometimes both of them may be found brooding the eggs at the same time, but they usually take turns, the free one standing guard at the door of the burrow. If any one approaches the nest, their antics are ludicrious in the extreme. According to Mrs. Wheelock, "They straighten up and duck excitedly . . . .. bending so low that the head nearly

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touches the ground. Then straightening up again they turn their wise-looking heads slowly from side to side, as if to see the effect, and duck again." This has doubtless given rise to the name "how-do-you-do-owls", which is sometimes given them.

The soft "coo-oo" of this owl reminds one somewhat of the note of the mourning dove.

When burrows are abundant, these owls may be found in large colonies, while at other times only scattered individuals are seen.

Unlike most of the owl family, the burrowing owls seem to delight in the bright sunshine, and it is a common sight to see them sitting by their favorite burrow or perched on some low stump or fence post. But, while insects are taken by these birds during the day, they are most industrious at night and during the twilight hours.

These birds are sometimes charged with "renting" a burrow in a colony of ground squirrels or gophers, in order that they may have an abundant supply of food near at hand. However, while these animals are sometimes eaten, their food is made up chiefly of grasshoppers, crickets, scorpions, lizards, etc., for they are the most persistent destroyers of insects among the owls. In a recent paper dealing with a grasshopper outbreak, which occurred in the San Joaquin Valley in the summer of 1912, Mr. H. C. Bryant of the University of California says: "The burrowing owl must be considered the most efficient destroyer, since parts of twenty-eight grasshoppers were found in the one stomach examined." It is when the supply of insects becomes scarce that the food of these owls is made up more largely of mice and other small animals.

(By permission, California Fish and Game Commission.)

THE EARLY OWL
By Oliver Herford

An owl once lived in a hollow tree,
And he was as wise as wise could be.
The branch of learning he didn't know,
Could scarce on the tree of knowledge grow;
He knew the tree from branch to root,
And an owl like that can afford to hoot.

And he hooted until, alas! one day
He chanced to hear in a casual way
An insignificent little bird
Make use of a term he had never heard.
He was flying to bed in the dawning light,
When he heard her singing with all her might:
"Hurray! hurray! for the early worm!"
"Dear me," said the owl, "what a singular term!
I would look it up if it weren't so late.
I must rise at dusk and investigate.
Early to bed and early to rise
Makes an owl healthy, and stealthy, and wise!"

So he slept like an honest owl all day,
And rose in the early twilight gray,
And went to work in the dusky light
To look for the early worm at night.
He searched the country for miles around,
But the early worm was not to be found;
So he went to bed in the dawning light
And looked for the "worm" again next night.
And again and again, and again and again,
He sought and he sought, but all in vain,
Till he must have looked for a year and a day
For the early worm in the twilight gray.

At last in despair he gave up the search,
And was heard to remark as he sat on his perch,
By the side of his nest in the hollow tree:
"The thing is as plain as the night to me—
Nothing can shake my conviction firm:
There's no such thing as the early worm."

(By permission, California Fish and Game Commission.)

THE BIRD ALPHABET SPEAKS
By Margaret W. Wythe

Avocet is my name. Men call me a "shore bird". It is true that in company with others of my kind, I forage up and down muddy shores. Also, bobbing my head at every step, I love to wade while hunting for my food; and as I sweep my long, up-curved bill from side to side in search of insects, I see the reflection of my long bluish legs and rusty head and breast in the water. I am thankful that I have chosen to live in places where man does not cultivate the soil; otherwise I suppose I should lose my life as other less fortunate kinds of shore birds have lost theirs.

Bittern is the name by which I am known. Some folks call me Stake Driver because my voice reminds them of the sound of a stake being driven into the ground. I am proud of the peculiar quality of my voice which gives not the slightest cue to my hiding place in the grasses. And if one of you should come upon me suddenly I have another device for hiding from you. I point my long bill straight up in the air, and stretch myself tall and thin, till the stripes of my brown and buff feather coat look exactly like the rushes all about me.

Condor I am called. So big am I when sailing in the sky that all other birds look like pigmies beside me. It has always been my way to seek my food by soaring high in the air and scanning the earth with keen eyes for whatever carrion there may be. This habit has been most unfortunate for my tribe. We have been made a target by hunters until nearly every one of us has lost his life. It has been necessary for the state to pass laws to protect the few of us that are left from being absolutely destroyed.

Dove. We Mourning Doves of California forage far and wide over the state. Weed seeds are our preferred food, many of these being kinds that would become pests to the farmer if we did not help him to destroy them. After our nesting duties are over we gather together in good-sized, sociable flocks. This habit has made us quite conspicuous and apparently desirable to those who like to use guns. In one year in Fresno County on the opening day of what men call the "Dove Season" as many as 4000 gunners were out after us. The destruction to our numbers each year is appalling. But there is hope for us because men who understand that we like to raise our young late into the summer months are trying to protect us from being utterly destroyed.

Egret. My story reads very much like the story of the house that Jack built. This is the hat that the woman wears. These are the feathers that decorate the hat that the woman wears. This is the bird that the hunter killed that wore the feathers that decorate the hat that the woman wears. These are the baby birds waiting to be fed by the mother that the hunter killed for the sake of the feathers that decorate the hat that the woman wears. The nesting season when there are young to be fed is the only time of the year that the mother bird wears the feathers that the hunter took when he killed the bird in order to decorate the hat that the woman wears.

Flicker is my name. I belong to the family of woodpeckers, who search the crevices and bore into the bark of trees for the insects hiding there. Some of my relatives, the sapsuckers, are not so good as I, for they bore deep into the heart of a tree and spoil its growing wood. But I would far rather spend a large part of my feeding hours upon the ground, with my long sticky tongue thrust into an ant hole, devouring those luckless mites that dare to venture near my tongue.

Goose. "Honk, honk" we cry as we fly overhead in great V-shaped lines, coming from our summer home in the north to a warmer winter home. Here in California every morning and evening we spread out over the fields to feed, and after satisfying our appetites we repair to the marshes, ponds, and sloughs. Every year we have done this without remembering that gunners lie in wait for us, some behind reeds and tules, others in pits or holes in the ground; and every year these so-called sportsmen have shot into our flocks with results that have rapidly decreased our numbers. Where once there were thousands of us, now only a few are left to tell the tale. Needless to say, we are becoming very much afraid of letting anyone come within gun-shot of us.

Hawk is but my last name. My whole name is Western Red-tailed Hawk. As you see, my first name tells where I live; my middle one, my most conspicuous feature. When I sail about over hills and fields keeping a sharp lookout for gophers in the farmer's grain, you may see my tail spread out to show its rich red-brown. There are many relatives of us in the Hawk family. Most of us are noted for our good deeds in helping the farmers destroy rodent pests. Like all big families, however, a few of my cousins have an unsavory reputation for raiding chicken roosts and robbing families of smaller birds.

Ibis. My whole name is White-faced Glossy Ibis. I wear a coat of iridescent chestnut-colored plumage, which looks very lovely as I wade about in shallow water, probing in the soft muddy ground with my long sickle-shaped bill. California is my summer home. Here I come with others of my kind and together we choose dense tule thickets in which to build our nests and rear our young.

Jay. A blue-coated policeman am I, ever on the alert. No man can harm our feathered tribes while I live to warn them of impending danger. Men call us noisy, and so we are most of the time. But when springtime comes and duties of housekeeping weigh heavily upon us, we become silent enough. We skulk through the trees to our chosen nest site, and rather than let any man find us out, we will drop the twigs we carry, no matter how desirable for nest building they may be. And as for giving ourselves away by our voices, we are too wise to talk in nesting time!

Kingfisher. Where cool mountain brooks are flowing, where still, clear lakes mirror every leaf and twig, there I am content to dwell. For, perched upon a slender branch, the way I get my dinner seems an easy one: I watch the quiet waters for some passing fish. A sudden plunge, a splash, in triumph I circle back to my perch, a tiny fish held tightly in my bill. First I give the fish a little shake, then, raising my bill, down it goes at a single swallow. Next I clean my bill upon the branch, then, with a well pleased rattle and with crest upraised, I sit and look about again, until my next mouthful swims into view.

Linnet is my name, though boys all call me Redhead, and farmers call me Pest. Every spring I get into trouble with the fruit growers. My fondness for such deliciacies as leaf and blossom buds always gets me in wrong with these men. And, even when they chase me away for this, I cannot get over my craving for sweet juicy cherries, and other luscious fruits, so regardless of consequences I drink from every cherry I get a chance to open, and taste every ripening blackberry. This always makes the orchardist angry. But it is their fault, for they've been told time and time again that I really prefer mulberries and wild fruits and plenty of water, and if they would only provide these for my use I would gladly let their own fruits alone. I really do think, too, that they should remember how I try my best in the fall to clear their fields of an excess amount of weed seed, and in the spring make the air ring with my merry tunes.

Meadowlark. A songbird of the meadows and fields am I. Upon many a fencepost I have stood and sung to you as you passed along the road, and when the sun was sinking in the west I sought the tip of the tallest tree to catch its last golden rays and have sung you a vesper song. Yet in spite of all my lovely songs law-makers have fought bitter battles over my luckless head. "To protect or not to protect" they have said. And all because sometimes in the spring when our great flocks must have sufficient food we have found it necessary

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to take the farmer's sprouting grain. We have won our case; not, however, upon our gift of song alone, for our supporters have proved to the state that we are a real aid to the farmer because we are so fond of grasshoppers, crickets, and other insects which harm his crops.

Nuthatch. Why I am called Nuthatch I do not know. This name does not tell the least thing about me, so I guess I shall have to give you some first-hand information. There are three cousins of us in California: I am the middle-sized one, and am called Red-breasted because the front of my coat is a reddish brown. My big cousin has a white-fronted coat, so is called White-breasted Nuthatch, while my little cousin is so small people call him Pigmy Nuthatch. I am not so big myself, but I work as well as anyone. Imitating my big friends, the woodpeckers, I crawl up and down and all around the trunks and branches of trees peering into every nook and cranny of the bark for hiding insects to feed upon. I am usually so silent that you do not notice me, so occasionally, just to let you know I'm about, I halloo to you with a nasal "yank, yank, yank".

Owl. One of many kinds am I, but in habits we all are much alike. We are the night shift, and always on the job. Our soft feathers make it possible for us to fly silently; our big ears let us hear the slightest sound; our big cat-like eyes make it possible for us to see exceedingly well in the dark. So we are well fitted for the task Mother Nature has set for us to do—to rid your fields and meadows of rats, mice, gophers, grasshoppers, crickets, and other noxious life so destructive to man's interests. We thank you for having learned to appreciate the help the night shift is endeavoring to give to you.

Pelican. People so frequently make remarks about my personal appearance. I know I am different from most other birds; but my big pouch that attracts so much attention is a most useful possession. Like some women's handbags, it is capable of holding more and more until it is quite expanded with the food it contains. It serves my purpose very well when feeding my offspring. All I have to do is to open wide my bill and let the youngsters forage about inside for themselves. Then, too, people say I am so ungainly when I walk about. Perhaps I am a bit awkward on land; but I am perfectly sure no one who has ever seen a group of us in slow, dignified flight high over the water can have anything but praise for the grace with which we fly.

Quail. Some of my family are called Mountain Quail and others Desert Quail; I am a Valley Quail. As our names indicate, some of us prefer the mountains, others the desert. Personally, I like the great valleys, the little canyons and foothills west of the great Sierra Nevada Mountains. As soon as our family cares are over we gather together in good sized flocks, for we like company. This habit has often been disastrous to us, for as soon as man-made laws allow it, men with guns and dogs frighten us from the grass, and when we fly away they shoot us. Men call this "sport", but what fun there can be in killing us is more than we Quail can understand. On the whole, we do men no harm; but, rather, do we try to help them by eating thousands of a good many kinds of noxious weed seeds.

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Roadrunner. I am a most interesting bird. I will race you down the road, giving you plenty of chance to exclaim over my great speed and my unusually long tail, which points high in the air as I run. When I tire of the race I drop out of sight in the chaparral where none can find me. Then, another day, I will visit your dooryard and dine with the chickens, giving you opportunity to note the metallic sheen of my coat and my semi-crested head. I am very fond of a meal of horned toads, grasshoppers, crickets and caterpillars, and even on some occasions enjoy a snake at my dinner.

Swallow. Mother Nature has given us Swallows a pleasant task to do in her great out-of-door house. We help to keep her ceiling (the sky) swept clean of flying insects. With grateful flight we wing our way to and fro, back and forth over river, lake, pond and meadow, dipping now and then as our sharp eyes sight some winged mite. Have you noticed our big mouths and well-built wings, which fit us so well for our particular task? Our feet, too, are very small, as you might have guessed, for what need have we of heavier feet when we spend so much time on the wing? We are sociable birds, and when nesting time comes round, we gather into colonies. Some of us prefer to build mud nests under the eaves; others live in holes in earth banks; some use holes in trees, and still others like artificial nesting houses and even your own chimneys in which to raise their young.

Thrush. By cool, running streams, in the shelter of shadowy thickets, I, a Russet-backed Thrush, have hidden my nest and blue eggs. Where the ground is moist I find my food and go about my own affairs with a soft little whistle like the sound of a fallen drop of water. When the sun is not too warm, and at early morn and dewy eve, I pour forth my mellow song. My cousins, the Hermit Thrushes, prefer the lovely groves of redwoods, pines and firs for their summer homes. These places have their attractions, I must admit. And those who climb the mountains are always thrilled by the beauty of a Hermit's song coming to them from the depths of some quiet, deep-shadowed forest.

Vulture. I, the Vulture, or Turkey Buzzard, am a familiar sight in the clear blue sky. I soar about high over hills and fields, keeping a sharp lookout for any unburied carrion. It is my duty to patrol the country and aid in keeping it cleaned up. Call me garbage man, if you like. My task is one that must be done if our fair land be kept clean and neat. Whenever I find a task that needs attention, I quickly have my brothers on the spot, and whether it be horse, cow or deer, that has been stricken down, or dead fish upon the shore of lake or river, we soon make a clean job of it.

Warbler. A great host of us warblers visit you every year. We have divided our forces so that some come for the winter, others for the summer, while others merely stop a few days or weeks in spring and fall. In spring and early summer the air is filled with our cheery tunes, for our males always sing when we begin our new cares of housekeeping. It is a busy time for us, gathering nesting materials and fashioning our tiny cradles; in keeping warm our eggs and young; and, later, in finding enough food to fill so many hungry mouths. So that is why you see us busily engaged in searching the cool green foliage so industriously at this season. And one reason we are so conspicuous when winter comes is that with the increased size of our families there are so many more of us to be fed, and food is harder to find.

Yellowthroat. We Yellowthroats are one of the several kinds of little birds that make up part of the life of the tule marshes and swampy willow thickets. We clamber over the rushes and tules, finding here and there a delectable tidbit, and as we search, we often stop to sing a witching song. Our males all wear tiny black masks across their eyes, and by this very means one always guesses who they are. Our females are wiser and dress in plain dull yellow coats; this makes it easier for them to escape notice when at their cup-shaped nests among the reeds.

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BIRD CITIZENS

By Romola Adams

A dapper, little song sparrow came hopping down the garden path, paused an instant, then disappeared under a nasturtium vine, the leaves of which were riddled with holes. When he reappeared his mouth was full of cabbage butterfly caterpillars, small creatures that are responsible for thousands of dollars damage to garden crops each year. In a rose near by, a mockingbird was apparently scolding the gardener for being too slow about finishing his spading. It seemed to say, "If you don't go away soon and let me get to work, those worms and bugs will bury themselves again so I can't find them." Beneath the tree, a modest, speckled thrush was flipping his wings in nervous eagerness to begin the feast. On the telephone wire above, a jeweled throated hummingbird was joyously performing to the best of his squeaky ability. As if in disdain of such lack of tone quality, a white-crowned sparrow flew to the top of a shrub and poured forth his limpid notes. On the fence rail, a gay house finch danced an amusing bird folk dance to a dainty, appealing tune. His sombre mate, ignoring his love song, searched among the rose bushes for something more practical than music. On the lawn a flock of Gambel sparrows aided by gold finches and house finches, busily worked destroying dandelion seeds.

How much charm would be gone from the garden if these feathered tenants should suddenly all move away. No bird music! Nothing but human folk's chatter, the buzz of autos and occasionally the sordid roar of an obstreperous gasser. No flash of bright plumage to add to the liveliness of butterflies and flowers. But more serious than all no check upon the ever increasing hoard of weed and insect pests except the ofttimes expensive and nearly futile efforts of the gardener. In fair-

ness, one must admit, there might be more early fruits and vegetables if house finches and Gambel sparrows would be content with weed seeds. But if the whole story were known, it would probably be a question as to whether one wants to pay for bird music in these commodities or share the garden with multitudes of plant lice, scale, caterpillars, grasshoppers and other enemies. In the long run, it is wise to protect our bird friends.

HUMMING-BIRDS

By Charles Lincoln Edwards, Ph.D.
Director of Nature Study, Los Angeles City Schools.

The humming-bird family is named from the humming noise made by the rapidly vibrating wings.

All of the 580 species of humming-birds are found in the New World, largely in mountainous regions within ten degrees north and south of the equator. Only seventeen inhabit the United States and most of these are Mexican and Central American species ranging into the Southwestern States. The Ruby-throat humming-bird is only one occurring east of the Mississippi River.

Most kinds of humming-birds are very small. The tiny fairy hummer of Cuba is the smallest, being only two and one-fourth inches long. Its nest, with little pearls of eggs, could be covered by a copper cent.

The largest species is the giant humming-bird of the Andes, about the size of our common Brewer blackbird.

Humming-birds are as beautiful as the flowers before which they poise. Ornamentation is chiefly in the males. Lengthened feathers make a crest upon the head or a frill around the neck.

Sometimes feathers hang beard-like from the lower side of the beak, or again form a crescent-shaped patch, or gorget, at the throat.

Their colors are not due to pigments, but are caused by multitudes of fine lines on the feather surface which break up white light into its primary colors. These radiant colors, in combinations which vary with every twist of the bird, are reflected to the observer. Audubon called humming-birds, "Glittering fragments of the rainbow." This glowing head-light of irridescence, flashing here and there with every rapid turn of the hummer, tends to blot out and thus conceal the darker body of the bird.

When the hungry hummer appears at the opening of a flower, light reflected from his brilliant head and neck feathers will flash into the dark tubular interior of the flower and reveal every tiny insect lurking there.

The tail, composed of ten feathers, is sometimes deeply forked.

The slender bill of the humming-bird is straight, or curved either downward or upward in adaptation to the kinds of flowers most frequently visited. It sometimes attains a length of five inches and the tongue can be extended as far beyond.

The lower part of the bill fits into the upper to form a tube. The very long tongue is made of two thread-like pieces which together form a double tube and then separate and are toothed at the tip. This bill and tongue are built both for sucking nectar and capturing insects.

The humming-bird's voice may be heard in a sharp shrill cry or in faint tremulous notes. Sometimes the bird warbles softly as in the Costa's delicate song.

A hummer about the home soon behaves without fear and may be fed syrup from the hand.

Each pair, like the mocking birds, are in possession of their own range. Invaders, even crows and hawks, are attacked without hesitation. The midget fighters dart like flashes of flame at the head and eyes of their great antagonists, causing such torment that the intruders are glad to escape.

It is a general belief that humming-birds visit flowers mainly to sip nectar, but their chief object is to catch spiders and insects who live in the flowers. These tiny species of spiders, beetles, ants, bees and other insects constitute the principal part of the hummer's food.

The mother alone attends to nest building and nursing the young.

The cup-shaped nest is made of soft plant hairs, interwoven with webs of spiders and usually adorned with mosses, lichens and an occasional feather. It closely imitates bark and appears like a knot on a limb or twig.

The two eggs are like small white beans. When first hatched the fledglings look like black beetles.

When the feeding the baby the mother thrusts her own bill down through that of the youngster as if it would pierce the tender body. Then she pumps the partly digested food into the baby's stomach.

The Anna humming-bird is the largest and commonest species in California. It is found where flowers are blooming most profusely, seeking the eucalyptus in winter; oranges, flowering gooseberry and other wild mountain plants in spring, and tarweed and various field flowers in summer.

The male Anna hummer is marked by shimmering rose-purple feathers on crown and throat in contrast with the golden green plumage of back and sides.

In courting, the male flies upward to some distance and then plunges like a flash down by the female. Eggs are laid from January until summer and occasionally on other months.

The male black-chinned hummer, in accord with his name, has a velvety black patch below the bill. This is bordered behind with violet.

This species winters in Mexico, returning to California in April, breeding in May and June, and seeking the higher mountains in July and August.

Observe humming-birds eating, resting on twigs or telephone wires, preening feathers and picking off downy plant fibers for the nest.

Find the hummer's nest, but do not touch it.

SONG OF THE MEADOWLARK

By Carroll DeWilton Scott

Greetings, merry meadowlark!
  Warbling whether sun or rain
From the dawning until dark.
  How I love to hear thy strain!
Always pealing happily
  "Life is very sweet to me."

Every bird is glad in Spring,
  Yet in August thou art gay
And the golden warbles ring
  When December skies are gray.
Is it thy philosophy,
  "Life is very sweet to me?"

Or the truth perchance is this:
  Dwelling in the meadows wide
Where the breeze and sunlight kiss
  Grasses into summer pride,
Life must needs be "sweet" to thee,
  Dear apostle of the free.

When I linger in the meads
  Where the luscious odors flow,
Little use have I for creeds
  When the winds your message blow;
I, too, whistle gleefully,
  "Life is very sweet to me."

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AN AMERICAN NATURE-STUDY ALPHABET

By E. Lawrence Palmer

A is for aphid, a fat little louse
That sucks up plant juices and lives in a house.

B is for bats that fly in the night
And eat up mosquitoes with all of their might.

C is for cabbage worm, green, hairy and slow.
He'll become a white butterfly some day, I know.

D is for dragon fly, the elf of the pond.
Of mosquitoes and gnats he's indeed very fond.

E's for the eel, who very squirmy may be,
Though he lives in our brooks, he was hatched in the sea.

F is for frog, a funny old thing.
He eats flies and mosquitoes and sings in the spring.

G is for goldfinches who seem care-free all day.
"Per-chic-o-ree, chic-o-ree"—that's what they say.

H is for hair snakes; though found in a stream
They live in some insects before they are seen.

I is for iris, a stately blue flower.
It lives in wet places and welcomes a shower.

J is for jay-bird, a noisy young scamp.
He's about as much good as a common old tramp.

K is for kingbird, a plucky young fighter.
He beats crows and hawks, though he's very much lighter.

L is for lightnings that flash in the sky,
While the "Boom, booms" of thunder say that summer is nigh.

M is for muskrats with very fine fur.
Their paths under water will show where they were.

N is for nuthatch, who stands on his head.
He works on the tree trunks, but likes to be fed.

O is for owl, a mouse-eating bird.
He seldom is seen but is quite often heard.

P is for potato beetle, striped down the back.
A grosbeak will grab him and give him a whack.

Q is for quail, the farmer's best friend,
Who has not a bad deed which he has to amend.

R is for rabbits that nibble the trees
And run 'round at night just as much as they please.

S is for the skunk who's all black and white;
Though he smells very bad, he's really all right.

T is for turtle that lays lots of white eggs
And draws in his head and then draws in his legs.

U is for underwing, which feeds on our trees
And hides from its foes with the greatest of ease.

V is for veery that sings in the wood.
If you never have heard him you certainly should.

W's for woodchuck or ground hog. I don't care.
He eats up our grasses and lives in a lair.

X is the sign men use for the unknown.
Are you going to help out? Well that will be shown.

(From Nature-Study Review, January-February, 1922.)
(By permission, Comstock Publishing Co.)

SCHOOL DESKS

Illustrating the New Ionia Steel Desk. This is a Masterpiece. It has noiseless, close folding seat hinges, made of malleable iron, and has open front book box and black enamel cast metal standards. The wood is hard Michigan Maple with a hand rubbed Walnut finish; truly, it is a "bear" for punishment.

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REMEMBER!

By Florence G. Billig

In planting trees and shrubs in the school or home grounds, it is necessary to keep certain points in mind:

1. Select the plant that will best decorate the given spot.
2. Do not select too many different kinds of plants.
3. Do not plant trees and shrubs too close together. Allow plenty of room for development of plant, for sufficient air, sunlight, moisture and food for the plants.
4. Take care of the plants set out. They need special care during the first year after transplanting.
5. Remember, "It isn't a home till it's planted."

WHAT DO WE PLANT?

By Henry Abbey

What do we plant when we plant the tree?
We plant the ship, which will cross the sea.
We plant the mast to carry the sails;
We plant the planks to withstand the gales—
The keel, the keelson, the beam, the knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors,
We plant the studding, the laths, the doors,
The beams and siding; all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free;
We plant all these when we plant the tree.

(By permission American Tree Association.)

MADRONO

By Bret Harte

Captain of the Western wood,
Thou that apest Robin Hood!
Green above thy scarlet hose,
How thy velvet mantle shows;
Never tree like thee arrayed,
O thou gallant of the glade!

When the fervid August sun
Scorches all it looks upon,
And the balsam of the pine
Drips from stem to needle fine,
Round thy compact shade arranged,
Not a leaf of thee is changed!

When the yellow autumn sun
Saddens all it looks upon,
Spreads its sackcloth on the hills,
Strews its ashes in the rills,
Thou thy scarlet hose dost doff,
And in limbs of purest buff
Challengest the somber glade
For a sylvan masquerade.

Where, oh where shall he begin
Who would paint thee, Harlequin?
With thy waxen, burnished leaf,
With thy branches' red relief,
With thy poly-tinted fruit,
In thy spring or autumn suit,—
Where begin, and oh, where end,—
Thou whose charms all art transcend?

COPA DE ORA

By John E. Richards

Copa de oro—cup of gold!
Cap of the fairies thy blooms infold;
Wand of the May-wind sets them free;
Smile of the summer, a song to thee!

Copa de oro—cup of gold!
Empress of pasture manifold,
In the wonderland of the sunset sea;
From the heart of thy heart, a draught to thee!

Copa de oro—cup of gold!
Type of the treasured wealth untold,
Of the rich desire and the deep unrest
Of the glorious, garlanded Golden West!

(Concluded on page 22)

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

WHEN SEEING IS BELIEVING

The particular adaptation of the stereograph, or three dimension picture, to use in the school room is sometimes overlooked. It is not designed as a means of entertainment for idle moments, but as a direct illustration of the lesson of the hour. In one part of the world, certain features, or crops, or manufactures are wholly unfamiliar to the child while certain others are a part of his daily life. In America, a child has very little idea as to how diamonds are mined, or of the precautions that are used against theft at the mines. If something in the day's lessons refers to a diamond mine, the flat picture in a book may give some idea as to the appearance of such a mine, but let the teacher place a stereograph illustrating it, into a stereoscope and pass it rapidly from pupil to pupil and each one has gained a clearer conception of the mine than could be acquired by hours of description. The child looks upon the actual scene and shares in the action depicted. It stands out before the eye as a flat picture cannot. Compare if you will any ordinary photograph of a place or object with a three dimension or double lens photograph, and the difference between the two is startling. The bird's nest which makes a very attractive picture tucked away in a shrub becomes an exquisite reality in the stereograph, and we see far into the bush through the little pathway worn among the protecting branches right into the eyes of the mother bird as she hovers over her precious babies.

Or the child may be quickly transported to far Japan and gather mulberry leaves with which to feed the silk worms, and watch the tiny Japanese girls as they lift the cocoons from the scalding water, and wind the silk into skeins. He may see how a beaver builds its dam, or how a glacier performs its slow majestic miracles. As for travel, he may go where he will and see strange and interesting sights the world around.

One of the big dailies ran an advertisement recently, asking the reader if he spent his Sunday afternoons as his grandmother used to do, and showed a picture of a stereoscope. He had doubtless seen one on his grandmother's marble topped table with a few views of Watkins' Glen, or of Roger's statuary, or of skeleton leaves, but he doesn't know that the stereoscope has been made into one of the commonest means of visual education of today. It can be brought into the schools where the moving picture machine is prohibitive. It can be used at any time without having to darken the room, or go to another room for the purpose. A stereograph can be introduced as an illustration into any lesson without making it an interruption of the work in hand.

A teacher in the mountains at a school where most of the pupils are half breed Indians, wrote to a librarian asking her for some more books and a change of stereographs, and urged her to send them before the snows shut them in for the winter. Knowing that many of the children had never been out of the district where they were born, and knowing the hunger of this wide-awake teacher for the finer things of life, a shipment was hurried off to the postoffice in order to help to tide over the shut-in period.

One difficulty with stereographs (and it is one which can be very readily overcome) is that they get out of date, especially if the photographer has posed his wife in each of the pictures. Her costume may have been in the very height of style on the day when he took the photograph as she wandered among the flower beds of Boston Common, but the higher the style, the funnier it is seen after the lapse of ten years or more. There are stereographs in which all that one sees is the outlandish costume, and no matter how majestic the subject of the scene may be, nothing else attracts the eye. The only purpose served by that view is to cause a laugh. All such stereographs should be gathered into a collection for the future study of historic dress, and the publishers should loosen up the purse strings a little and send out photographers afresh to take these views over again without the interesting lady in the foreground. Even if the photographers sends out a man to pose (and what man does not like in his secret heart to do so), he would do well to send him bareheaded, for a man's hat of the vintage of ten years back is as irresistibly amusing as the long skirts and big sleeves of the aforesaid lady.

Slides can often be used where a moving picture machine is not possible, and with the daylight lantern which can be used without darkening the room and by using the wall as a screen, this can be done almost as easily as the stereograph can be passed about a room. This has the advantage of being seen by all the pupils at the same time, but it lacks the very important feature of the third dimension, which gives the picture depth and atmosphere and reality. This service is given by many of the county libraries of the state, and can be had for the asking.

Mr. Charles F. Woods, librarian of the Riverside Public Library, has been invited to go to France to speak on the organization and administration of libraries. A letter from Mr. Charles Bayle, editor of La Libraire, of Paris, to Mr. Louis Montchal of Riverside, his friend and fellow citizen, conveys the invitation to Mr. Woods to lecture at Paris and Lyons on library administration. Incidentally Mr. Woods would be expected to carry to his French hearers something of the beauties of Riverside as well as information concerning its library. Mr. Bayle speaks of his great pleasure at meeting Mr. Dewey, son of Melvil Dewey, in September, at the International Institute of Bibliography at Geneva. He further commends the work of the American Library Association in Paris. It is to be hoped that Mr. Woods may be able to accept this flattering invitation.

A meeting of the California Library Association, First District, will be held at the Fairmont Hotel in San Francisco, February 28. The program will include the following speakers: Katherine Wickson, Helena Critzer, Professor Richardson of the U. of C. Extension Division, Dorothy Ferguson, Mrs. Anne Godfrey, Arthur H. Halloran, editor of Radio, and E. J. Carlson.

(Continued on page 21)

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JANUARY 12-17, 1925.

The State Board of Education met in regular quarterly session in Sacramento, California, January 12, 1925.

Charges had been filed by C. H. McCray, District Attorney of Merced, against J. B. Weed, a holder of an elementary life diploma, on account of immoral conduct. J. B. Weed was cited to appear before the State Board of Education to show cause why his life diploma should not be revoked. The said J. B. Weed failing to appear, the board revoked his elementary life diploma, which was granted November 18, 1910.

Superintendent Will C. Wood conveyed to the board the sad news of the death of Dr. E. R. Snyder, president of the State Teachers College at San Jose. A telegram was sent to Mrs. Snyder in expression of appreciation of Dr. Snyder's valuable services to the state.

Mr. A. C. Olney, Commissioner of Secondary Schools, reported that the resolution adopted by the board at the June, 1924, meeting that "after July 1, 1925, the board will approve no high school course of study which allows credit toward high school graduation for elementary school subjects, including penmanship, spelling and commercial arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade," had caused considerable objection from the commercial teachers. It was the decision of the board that since the resolution was in accordance with law, no change could be made and that the commercial departments in the high schools would have to work out some plan to meet the requirements.

Mr. Olney reported that there is increasing interest in the junior high school. He stated that a bill is now being drawn, which, if passed by the 1925 legislature, will facilitate the consolidation of elementary and high school districts and encourage the formation of junior high schools. He also stated that this is in line with the suggestions in his last biennial report, and that its purpose is to eliminate many of the wasteful features of the present system and to make a more closely articulated system of schools than is the present one.

Mr. Olney reported that in some cities the junior high schools are only the grouping together of the seventh, eighth and ninth grades with the old courses of study. Mr. Olney was instructed to address a letter to the principals of these junior high schools calling their attention to the fact that they are evading the law and that at the next fiscal year they will be required to conform to the law of the junior high school.

The board voted that the list of institutions accredited for a special certification be abolished and that after July 1, 1925, all candidates for special certificates shall be required to make application to the State Board of Education.

It was brought to the board's attention that there is a duplication of field service by the supervisor of agriculture and the extension division of the University of California. The president and chairman of the vocational education committee were requested to take up this matter with the proper university authorities.

Dr. Herbert R. Stolz, Supervisor of Physical Education, was authorized to have a news letter printed for his department, to be issued by him quarterly.

The date of the joint annual conference of the State Board of Education and the State Teachers College presidents was set for Wednesday, April 1, 1925.

In answer to an inquiry, the secretary was directed to inform the Oakland school department that the "Outline for Study of Civics" prepared by Mrs. Grace C. Stanley, Commissioner of Elementary Schools, is to be considered as supplementary material and not as a textbook.

A letter was received from Dr. W. W. Goodrich of San Joaquin, California, protesting against statements in the "History of the American People," by Willis Mason West. He urged that this book be discarded as a text. The secretary was instructed to reply to Dr. Goodrich that under the ruling of the Attorney General it is impossible for the board to remove from the schools any text until the period of the text has expired and that the board feels disposed to give the matter consideration when the text comes up for readoption.

The board voted that copies of the Directory of Secondary Schools shall be supplied free to county and city superintendents of schools, high school principals and certain officials in the universities and teachers colleges, but that a price of $2.00 a copy shall be charged other people desiring copies.

Mr. Nicholas Ricciardi, Commissioner of Vocational Education, reported on his visit to vocational schools in the East; he recommended legislation providing for the establishment of separate vocational schools and presented a draft of a bill covering the matter. The board approved the bill as drafted by Commissioner Ricciardi, it being understood that the bill will carry no appropriation.

In response to a request from Superintendent Wood, the board authorized the printing of the following announcement on the envelopes to be used by the state department of education until July, 1925: "International Kindergarten Union Convention, Los Angeles, California, July 8-11, 1925."

The report of the committee of nine accredited universities and colleges of California on the subject of the teaching of evolution in the high schools of the state was duly presented. Consideration of the report was postponed until the April meeting of the board.

The recommendation of the Commission of Credentials that the holder of a School Administration Credential shall be authorized to engage in general school supervision, but shall not be authorized to supervise one or more special subjects as a full time occupation, was approved by the board.

Miss Fulmer's Kindergarten Training School in Los Angeles was accredited for the Kindergarten-Primary Class 1 Certificate.

Mrs. Grace C. Stanley reported progress on radio education in the state.

Superintendent Will C. Wood recommended that the board seek legislation authorizing the board to set up standards of certification for a definite period of years so that boards of education and superintendents would not be confused by frequent changes in certification standards. He was authorized to draft a bill providing that standards for certification once adopted should remain in force for not less than two years nor more than four years.

The board authorized the commissioner of vocational education to call the state annual art conference in San Francisco, April 9, 10 and 11.

Retirement Salary Business

Mr. Wood recommended that the board attempt to secure legislation authorizing it to deposit its surplus funds, not invested in bonds, in banks so as to draw interest. He also recommended that reports of previous teaching experience be required of all teachers who had not filed a report of previous teaching experience in 1919, and that legislation looking toward this should be enacted. Mr. Wood was requested to draft bills embodying these suggestions.

A letter was received from Governor Friend Wm. Richardson in reply to the board's letter informing him that the board had received a copy of the Actuarial Report on Financial Condition of the Public School Teachers' Retirement Fund as of November 30, 1924, prepared by S. Gundelfinger. The Governor urged that the report as submitted by Mr. Gundelfinger be given publicity. Copies of this report had been sent to the Sierra Educational News, but the board voted to have copies printed to be distributed to the members of the Legislature, County and City Superintendents of Schools and High School Principals. It was understood that Mr. Florence J. O'Brien, Chairman of the Legislative Committee of the State Board of Education, would get in touch with Governor Richardson regarding this matter and that Mr. Wood would draft a bill to secure complete data regarding the teaching experience of teachers now in service and of those who may hereafter enter the service, to be available for an actuarial study of the retirement salary system.

The Teachers Retirement Salary Fund Board invested in bonds $100,000 of its surplus money from the Teachers Permanent Fund.

Refunds of erroneous salary deductions, amounting to $156.27, were granted.

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum

Mott Hunter Arnold, Escondido.
Elise Reed Averill, Oceanside.
Myrtle A. Baldwin, Glendale.
Jeannette E. Baldwin, Glendale.
Mary E. Barry, San Francisco.
Mrs. Edith S. Cobb, San Francisco.
John S. Drew, San Francisco.
Mary E. Giffen, Santa Ana.
Avalin E. Johnson, San Francisco.
Mary E. Moore, Berkeley.
Selden Sturges, Oakland.
Ruth E. Van Brunt, Alameda.
Myra Augusta Wentworth, San Francisco.

Under Section 14 of the Law

Blanche B. Byxbee, Palo Alto.
Victoria May Clarke, Oakland.
Adina M. Conway, Los Angeles.
Mrs. Margaret M. Jessup, Santa Rosa.
Henry Bascom Newton, Berkeley.
Alice A. Shepardson, Oakland.
Perne M. Scott, Sacramento.

The board adjourned to meet in Sacramento on March 30, 1925.

Respectfully submitted,
WILL C. WOOD, Secretary.

WESTERN SCHOOL NEWS

Erection of a central administration building is contemplated by the Long Beach school board. At the present time the board offices are maintained in the Markwell building. When the administration building is erected it will contain not only the board of education rooms, but the offices of the superintendent of schools, the secretary of the board, and all the supervisors of the school system.

The new $211,000 high school at Paso Robles was dedicated recently with appropriate exercises. County Superintendent of Schools R. L. Bird was present at the ceremony and messages were read from State Superintendent of Schools Will C. Wood and other educators.

Cambria, San Luis Obispo County, has voted $30,000 for the new Coast Union High School. This was the second election held on the issue, as the first election was declared invalid because the polls were not kept open the length of time specified in the new special election law.

H. C. Johnson, superintendent of the San Diego city schools, will give two courses at Stanford University during the first quarter of the summer session. The first will be in Junior High School Curriculum and Administration, and the second, Practical Problems in School Organization and Administration.

H. B. Wilson, city superintendent of the Berkeley schools, has received a letter from Dr. J. J. Tigert, commissioner of education, congratulating him upon the Berkeley school program held during American Education Week. The letter in part reads:

"Permit me to congratulate you upon one of the best programs that we have thus far seen. The reports which have been received in this office indicate that the campaign was more widely observed and more successful last year than on any previous occasion, and we have received some very worth while suggestions from the various superintendents, which we will use in making up our list of suggestions for the campaign this year. We will find much of value to us in this connection in your report."

Land is to be purchased in Madera for a new school building, according to present plans of the Board of Education.

Dedication of Los Gatos' new $240,000 Union High School plant was held recently with appropriate exercises. Among the speakers on the program were Will C. Wood, state superintendent of schools; J. E. Hancock, Santa Clara county superintendent of schools; J. Warren Ayer, principal of the high school; Henry Mead Bland of the San Jose State Teachers' College.

Long Beach public schools showed a gain of 705 pupils at the end of the first three months of school in 1924 over the same period a year ago, according to records in the office of Superintendent W. L. Stephens.

A bond issue of $40,000 is to be launched in Manteca for school bonds in the near future. Superintendent H. R. Fewell now has thirteen teachers on his force.

The California Polytechnic School, San Luis Obispo, opened its second term on February 2. This is a state school and offers excellent vocational training. Provision is made for students who must earn their living while learning.

DR. EDWIN R. SNYDER

Dr. Edwin R. Snyder, well known California educator, and former state commissioner of vocational education, died January 14, in a San Jose hospital after an illness that had been regarded as hopeless for several days. He had been in poor health for about six months.

Dr. Snyder had been president of the San Jose State Teachers' College, having been appointed to this position in September, 1923, by Will C. Wood, director of the state school department. Prior to becoming president of the Teachers' College, he served the state for several years as state commissioner of vocational and industrial education.

He was California's first commissioner of vocational education and as such is credited by the school authorities with having organized the vocational work. Before going to Sacramento, Dr. Snyder was city superintendent of schools of Santa Barbara and earlier in his career served as vice-president of the old state normal school at Fresno, now a teachers' college.

Plans for a new $150,000 building to augment the present high school plant were approved recently by the South Pasadena Board of Education, and bids for the construction will be immediately advertised. The new building will be three stories in height, will be constructed of brick and faced with white pressed brick. One of the features of the new building will be a massive dining-room, the largest in the city. This dining-room will accommodate 1000 persons at one time. In this dining-room an entertainment stage and a motion-picture machine will be provided for. Besides the dining-room there will be a cafeteria, twenty-three recitation rooms, an oral English auditorium with stage and a study hall which will accommodate 400 students. Another new feature to be incorporated in the new building will be a group of consultation rooms for the faculty. These little offices will be used by teachers when they are not actively engaged in instructing a class. Here they can do their own work in private. The school will be ready for occupancy late next fall. George C. Bush is city superintendent of the South Pasadena schools.

STATE CREDENTIALS

By W. M. Coman

The Commission of Credentials calls attention to the following resolutions adopted by the California State Board of Education on Friday, January 16, 1925:

1. That the holder of a School Administration Credential shall be authorized to engage in general school supervision, but shall not be authorized to supervise one or more special subjects as a full time occupation.

2. That the list of institutions accredited for special certification be abolished and that after July 1, 1925, all candidates for special certificates shall be required to make application to the State Board of Education.

(Note: State Teachers Colleges will issue diploma-credentials in special subjects.)

3. That Miss Fulmer's school be accredited for the Kindergarten-Primary Class 1 Certificate.

Lowered Efficiency from Eyestrain

R. M. Little, Director of the Safety Institute of America, states that "Lowered efficiency on account of defective vision runs as high as 50 to 60 per cent in some cases."

Every school child should have a vision examination at least once a year.

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AN INTIMATE PERSONAL LETTER

Describing Personal Impressions of Harr Wagner in Giving Europe and Palestine the "Once Over"

If I were to write a book on my trip I would give it the title of "The Experience of a Second-class Passenger." Sometimes, however, I traveled first class, and once, from Genoa to Alexandria, third class—distinta.

As I wrote in my previous letter, I left New York on November 27, arrived in Berlin December 7 and took the train for Genoa by way of Heidelberg, Zurich, Alps and Milan. At Genoa I took the steamer Esperia.

My berth mates were a Catholic priest going to Jerusalem to teach biblical geography and a French-Swiss barkeeper going to Cairo to mix cocktails for American tourists.

The blue waters of the Mediterranean were really blue. We anchored in the Bay of Naples at sunrise—a glorious sunrise; Vesuvius in full view with its giant columns of curling smoke and flame, and the encircling hills topped by San Remo and villas. The Bay of Naples and environment are in some respects like the landscape of our own beautiful San Diego. I dined with the French-Swiss barkeeper on the edge of the highest hill in Naples, overlooking the sea, visited the museum and art gallery, and other places of interest as per "Cook's Guide Book" and marvelled at the low standards of sanitation and living in the older parts of the city.

After a few days' delightful voyaging off the coast of Greece and islands of the Mediterranean I arrived in Alexandria, a city of two hundred thousand Greeks, many English, and native population—a wonderful climate, balmy like Santa Barbara, or Santa Cruz, or Long Beach. A trip from Alexandria to Cairo along the Nile was delightful. The acres of cabbages, tomatoes, alfalfa were a partial expression of the richness of the soil. Why the natives should live in unsanitary mud brick houses, and the water buffaloes, cows, other animal life and people should appear so undernourished is still a mystery to me.

Cairo with its guides, mosques, bazaars, pyramids, sphinx, streets and million people is something different. The pyramids and the sphinx, six miles by trolley from the city of Cairo, are just like the pictures, with this exception, the sphinx rests in a depression and does not give the impression of height that the various pictures do. While I rode on the camel the same as other tourists since the time that Napoleon is supposed to have said when sitting on his horse in front of the sphinx: "Twenty centuries look down on me," I did not, however, have my picture taken, which is proof of my ability to resist temptation. The museum in Cairo with its wonderful collection of mummies and monuments, not of past years or centuries, but of past ages, gives one a glimpse of time as an atom of eternity. From the museum with its lessons of ancient times, I went to the modern movies, "The Sheik," and saw it in three languages, in Arabic, French and English, and even then the movies are not popular in Egypt.

Cairo has a wonderful climate, a good police force, a fine modern library building and many other evidences of modern civilization, with the exception of clean streets. The God of Mahomet does not enforce the adage that "Cleanliness is next to godliness."

From Cairo I took the train for Jerusalem, across the Suez Canal into the land of the Philistines, Samson's Cave, over desert wilderness to rock-bound, olive-crowned, hill-girt Jerusalem. I reached my objective seven days before Christmas, 1924, and became a guest of the American colony near the Damascus gate. The American colony was founded nearly fifty years ago by about one hundred Americans, who put into application the principles of the teaching of Jesus, without regard to creed or organization. During the war they fed Turks, Germans, Bedouins, English and others, as many as two thousand per day; took charge of the hospital service and did a great work for humanity. The colony has attractive gardens, buildings, schools, stores, etc. Mr. and Mrs. Vestres, who have direct charge; John E. Dinsmore, botanist and teacher, who has gathered over two thousand specimens of flowers from the hills and valleys of Palestine; F. G. Meyers and Ernest G. Beaumont, teacher and dentist, are among those who help make the American colony an ideal place of "Peace on earth, good will to men."

The first morning I entered the Damascus gate, visited the Holy Sepulchre, and

(Continued on page 21)

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GRACE CHANDLER STANLEY, State Commissioner of Elementary Education, President
ADELIA ADAMS SAMUELS, Cucamonga, Vice President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

By Grace C. Stanley

The children of a third and fourth grade in the Franklin School, San Diego, under the direction of Mrs. Janet E. Felts, teacher, decided to give an Indian play. In order to work out the details and make the presentation sufficiently realistic, a tum-tum was an absolute necessity. The struggles they went through and the final victory they achieved are thrillingly told in stories written by the class. In order to get the story complete, with illustrations, one should be able to read them all, but space forbids. Here is the letter which accompanied the stories and one of the stories, which gives in a few bold strokes an outline of what happened:

Franklin School, San Diego, Cal.
December 29, 1924.

Mrs. Grace Stanley, Sacramento, Cal.
Dear Mrs. Stanley:

We hope that you have received our Indian tum-tum stories which we have mailed separately. We wish we could send the tum-tum with the letter, but we have promised to send it to Miss Perry. Hoping that you will enjoy our stories and pictures and wishing you a happy New Year, I am, Your friend, Ruth Kyer. 3A

Our Tum-Tum Story

Ida Ortiz, 3A November 25, 1924.

My Brother, Joe, gave Ralph Marquez buck skin. But first my brother did not want to give the buck skin. My brother they gave Ralph the buck skin because he wanted the boys to have a nice tum-tum. They put the buck skin on top of the barrel. They tied raffia on the tum-tum. They painted the barrel all over with orange and black with designs on the tum-tum.

A very delightful Christmas play written by the children of the San Joaquin school, with pictures of the customs and properties designed and made, has come to my desk, together with a number of stories about the play. I am really having the best of it, for I have the privilege of reading all that comes, while the rest of you only get a little of the feast. The difficulty comes in choosing when it is all so entertaining. One story will give an idea of the way the work was done:

SAN JOAQUIN SCHOOL
Hazel Fuger, Fourth Grade
How We Made the Play

We decided upon this kind of a play because we didn't want one out of a book and because we couldn't do it our own way. We made it big enough so everyone could be in it. We made up the play ourselves but Miss Watkins made the outline of it for us.

We made the play just exactly right so everyone could have a part. Then we set the stage so we could have enough room. We selected the actors by votes and by their height.

We worked out the play so that if anybody didn't know how to do it, the class would tell him. If they didn't know Miss Watkins helped us.

We worked hard making this play.

Age 9 years.

The effects of radio are being felt in many of our schools. Stockton has been preparing and sending out some very interesting material on early California History. Here is a story on the **Splendid Idle Forties** prepared by Mrs. Edna Orr James, rural supervisor of San Joaquin County, as it was picked up by an eighth grade girl in Ripon:

SCHOOL PROGRAM—SAN JOAQUIN CO.
Broadcasting Station KWG
Stockton, California

Little Grandmother's Story of Early California

This story was told by a little Grandmother who lived when a little girl in the early days of California. She said she lived in a house made of adobe. The people washed their clothes in a little stream or creek near by. They laid the clothes on the flat rocks to beat the dirt out. The children played most all kinds of games out of doors or on the adobe floor.

When the children were at home they wore plain clothes but when they went to church they wore beautiful white dresses. The grown-up ladies dressed in fine dresses of silks, velvets and trimmed with beautiful laces. The ladies also wore a red rose in their hair which was greatly admired by the Little Grandmother.

The men owned thousands of cattle that grazed on the large ranches. When the people needed meat they killed a cow without paying money but they had to return the hides or skins to the owners. The Rodeo was one of the most wonderful times of the year when they branded cattle. Men and boys alike were skilled in horseback riding and throwing the lasso.

The times Little Grandmother liked best were the beautiful moonlight evenings spent by the family which gathered on the front porch in the moonlight. Someone played the guitar and the rest sang songs to its accompaniment.

Although Little Grandmother lived when California was very different from today, I am glad that I too am a Californian.

By Johanna Bouma.
Eighth Grade, River School. Age 13 years.

Has your school a receiving set? If not, you are missing some splendid things.

The Keppel Union Chatterer is the latest school paper to come to my attention. Keppel Union is in Antelope Valley, Los Angeles County, and extends over the largest territory of any union elementary district in the state. Some of the children are transported over a distance of fifteen miles. If anyone thinks these children have not caught the spirit of the times, see this description of **Modern Education at Little Rock:**

Whoop—ee' Off the Bus and Home—
Freedom at last!
Haul water one-quarter mile from spring!
Bring in stock, feed and bed down the same!
Chop wood for two stoves!
Eat supper and try to keep health rules!
Write spelling words!
One History report!
Study Reading lesson!
Write Editorials!
Print and Publish Paper!
And they arrest speed demons in Los Los Angeles County!

The paper has editorials, current events, book reviews, minutes of business meeting, literary program, stories from history and geography, riddles, cross-word puzzles, news and jokes. Here is a sample book review:

Robert Service's poems are very interesting. My favorites are **The Spell of the Yukon, The Shooting of Dan McGrew** and **The Law of the Yukon.** They are tales of the Yukon and thrillers, too. (Jarom Matay.)

The news items are the kind that everyone wants to read. This is one of the high lights:

Having several cases of sickness in school the School Board brought Dr. Savage of Palmdale down to examine us. He prescribed two doses of castor oil and pronounced the school cured.

Here is another more serious view:

Every morning Mrs. Cellar reads an article on Peace to us. Then we get to discuss and debate on it. We have decided that it is better to settle disputes by words and brain power than by cannon and gun power, and that the best weapon is world-wide education

These interesting accounts of growth from within, illustrating an educational procedure so different from that of even a decade ago, cause us to stop and reconsider our objectives in education. You are all familiar with the objectives set up by the Committee of Fifteen for Secondary Education. As I study them now they seem to me to fail to state the fundamental objectives. Here is the way the problem presents itself to me:

1. Vigorous health, not merely absence of disease.
2. Mastery of fundamental processes.
3. Intellectual honesty, producing poise and self confidence.
4. Open mindedness, producing tolerance and consideration for others.
5. Social responsibility, leading to social, economic and civic righteousness.
6. Development of individual powers and capacities, so that the child becomes conscious of their existence.

All of these objectives together make possible the realization of Maxwell Garnett's vision when he says, "Scientifically organized knowledge into one wide interest rather than several disconnected interests and the whole moved by a supreme and dominating purpose in harmony with those of one's neighbors is the aim of education."

I should be very much pleased to have a discussion of these proposed objectives. They are offered tentatively in the hope of clearing our minds regarding our problems.

STATE MUSIC CONFERENCE

The State Music Conference is to be held at Pomona College, Claremont, California, February 26-28. Mrs. Grace C. Stanley, state commissioner of elementary education, sends out the following notice regarding this conference:

"By authorization of the State Board of Education the State Music Conference will be held this year at Pomona College on February 26, 27 and 28, 1925. It is hoped that everyone interested in music will avail themselves of the opportunity to attend this conference. As the whole field of music in our elementary schools, high schools, colleges and universities will be discussed, representatives from the different fields of music are urged to be present and take part in the discussions, in order that each department may receive full consideration as to its place in the curriculum. The program will allow a large opportunity for discussion, so that any recommendations regarding music courses which are sent out at the close of this conference may represent the consensus of opinion of those present.

"Committees have been at work during the past year and will give their findings

for your consideration. This is a matter which concerns not only music teachers, but superintendents and principals who are interested in the cause of music.

"Arrangements for care of the delegates have been made by Pomona College. Information on hotels and rooms can be secured at the Administration Building, which will be the headquarters for registration. The following scale of prices in regard to meals are being figured on:

Formal banquet (Thursday evening) $1.25
Dinner (Thursday) 1.00
Luncheons during the three days, per meal ..... .60

"All meals, except breakfast, will be served by the Claremont Inn. The college cafeteria will be available for any who may desire to breakfast there.

"Those who have attended previous conferences will be looking forward with pleasure to this meeting, and to the prospect of hearing from such a leader in music as Mr. Otto Meissner."

(continued from page 19)

other places within the walls of Jerusalem, coming out at the Joppa gate. The next day I crossed the brook of Cedron, passed a herd of goats, and walked to the top of the Mount of Olives. There are olive trees on the mountain so old, so ancient that you can almost imagine they were here when the dove was winging its way from the Ark. From the tower on Mt. Olivet I could see the valley of the Jordan, the Dead Sea, the road to Jericho, to Bethany, Bethlehem, the tomb of David, and the entire city of Jerusalem — the walled in city. Modern Jerusalem will soon tell a new story to civilization. The Jewish colonies, planting olive groves and making honey, and the valley of the Jordan under modern irrigation will bring new conditions, and the history of the future of Palestine will be told with increasing interest.

It is a thrill to visualize Solomon building his temple! It is awe-inspiring to think of Christ entering the Golden Gate into Jerusalem and teaching the people those lessons not found in books—those lessons that have initiated more measures and institutions for the brotherhood and betterment of mankind than any other individual or group of individuals that have ever lived! From the Church of the Ascension I descended from Mt. Olivet, passed the Garden of Gethsemane, plucked a flower from inside the walls, looked at Mary's tomb and the quarries and caves from which Solomon secured the stone for building the temple. The next day I spent in Bethlehem. I rode over in an auto stage, fare amounting to about twenty-five cents, gasoline sixty cents per gallon.

Bethlehem is a delight. The stores are closed on Sunday; streets, houses, buildings, attractions are quiet and the people seem to be living in harmony with the Star of Bethlehem. As I entered the Church of Nativity, a beautiful rainbow appeared in the sky. Inside the Armenians were holding service in the Cave, which is shown you as the place where the Savior was born. On Christmas Eve services were held all night. Tourists from various parts of the world attended.

Bethlehem is a benediction; not to come under the spell of its divine harmonies means that you cannot "listen in" to the tune of life's sweetest melodies. The two places on the earth that have the strongest appeal to me are Bethlehem and Stratford-on-Avon.

The day after Christmas I left Alexandria on a Lloyd Trestino for Brindise. The sunset on the opal blue of the Adriatic with its far-flung path of gold was surpassingly grand. The afterglow on Mt. Shasta, the wheel of fire gleaming through the Golden Gate, the glory of the sunset in the Sacramento valley and the riot of color as the sun goes down in the heart of the tropics of Mexico are great, but the sun going down in the Adriatic will always leave an enduring impression of enchantment.

The ride among the olive groves along the Adriatic Italian coast is full of charm. The green fields, the old trees, with rock pillars to sustain the heavy limbs, the attractive homes and intensively cultivated fields are appealing. I got a great thrill out of Rome, the Forum, Coliseum, the Pantheon, Vatican, St. Peters, the Appian Way, the wonderful fountains, the tomb of Seneca, who wrote in verse of poverty on a table of gold, Angelo's great statue of Moses in the Church of St. Peter in Vincoli, the muddy Tiber. Again I condemned my professor of Latin of forty years ago because he did not visualize Caesar, Virgil, Horace and Pliny to me. How tremendously the human mind would expand under the proper teaching of Latin as a live subject, rather than as a dead language. I left Rome with a renewed and intriguing impression of its historical significance. The lone wolf imprisoned at the entrance to the capital as a tribute to the legend of the wolf that suckled Romulus and Remus, continues to howl mournfully.

There are not sufficient words to interpret with felicity the beautiful vistas from Pisa to Genoa and Turin. The tour through the Riviera and across country to Paris is likewise of unusual beauty. In Paris I did as other tourists do. I attended services at Notre Dame, compared it with Victor Hugo's description, and the moving pictures scenes. In the Louvre I stood in meditation before the Vinci Mona Lisa and Corot's masterpieces, glanced up at the Eifel tower and did hours and hours of window shopping and spent an evening at the Bergere Follies and was properly beguiled. Paris, like Rome, is gay, the masses light hearted and show evidences of the

(Continued on page 23)

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(Continued from page 16)

SEAMEN'S LIBRARY

The California Library Association is again planning a Book Week to collect books for the Seamen's Institute. As Chaplain Howard says, "We are trying to put the Public Library on the sea." Give a book that you have read and liked. Your librarian will tell you where to leave the books for the seamen.

Librarians throughout the state will be aggrieved to learn of the death of Miss Artena Chapin, who was librarian of the A. K. Smiley Library, at Redlands, for ten years. In 1919 she went to Alhambra as librarian of the Alhambra Public Library, where she remained until last spring, when on account of ill health she was obliged to resign. She returned to Fort Wayne, Indiana, where she passed away after several months of illness. Miss Chapin was loved and respected by her associates and by the public, whom she served with intelligence and graciousness.

Mrs. David Elliot Martin is in charge of the school radio programs which are being broadcasted on Monday mornings from KGO, Oakland. The programs feature geography and California history. Appropriate music and readings are given with the stories. Ruth Thompson, author of "Type Stories of the World for Little Folk", "Comrades of the Desert", and co-author with H. B. Wilson of the Modern School Readers, is also author of some of the radio stories.

BOOK REVIEWS

TEACHING ENGLISH in Elementary and Junior High Schools—A Manual of Method, by Paul Klaffer: This book covers the ground of the first nine years of the school course, of the many sides of language and composition work. It discusses old theories in the light of experience and test, and offers new solutions for old problems. The pedagogical thought of the day is brought to bear on the familiar material of teaching oral and written expression and we find applied to the old exercises on sentence structure, punctuating, spelling, etc., the newer ideas embodied in measurement tests, gradation, motivation, projects, etc. There is especially full and careful discussion of the moot question of formal grammar and its place in English work of the first nine years. (Appleton & Company.)

VOCATIONAL SELF GUIDANCE—Planning Your Life Work, by Douglas Freyer: All teachers are called upon from time to time to act as "vocational counselors", and in this capacity they will find Dr. Freyer's book incomparably useful. It covers all the phases involved in the choice of life work. The first section gives practical instruction for self-analysis and self-testing, to determine the fields of work for which one is naturally best fitted. Dr. Freyer's skill as a psychologist gives this section dependable value. The second section is devoted to a discussion of each of the higher business and technical professions, their requirements and their rewards. These chapters are contributed each by a leader of eminence in his field. Part III discusses the special problems and opportunities of women in the professional world, and Part IV gives definite and detailed advice as to the way one should go about it to secure a foothold in his chosen field, and, once this is secured, to advance and win the best rewards it has to offer. The book is valuable not only to teachers who are called upon to act as vocational counselors, but to intelligent young people making their initial choice of a life work, and to more mature persons who, dissatisfied with former choices, wish to consider the possibilities of vocational readjustment. (J. B. Lippincott Company.)

PUBLIC SCHOOL MUSIC BULLETIN

Mrs. Emma M. Bartlett, chairman of the Committee on Public School Music, California Federation of Music Clubs and Publicity Manager for the Southern California Public School Music Teachers' Association, has undertaken the publication of a monthly journal devoted to the interests of public school music with special reference to the needs of the California elementary schools.

The Public School Music Bulletin made its first appearance December 1, and will be published monthly excepting June, July and August. The December issue contains congratulatory messages from Will C. Wood, State Superintendent of Public Instruction, and other California educational officials. Its object is to supply practical and inspirational musical help to grade teachers.

MILPITAS SCHOOL PLAYLET

"Milpitas—A Rural School Project in Teacher Training" is the title of a rural school leaflet published by the Department of the Interior, Bureau of Education, Washington, D. C. The leaflet is written by Clara H. Smith and La Rae Olvey, rural school supervisors, State Teachers' College, San Jose. The contents contain general conditions, reorganization, features of instruction, school spirit, community undertakings and the summary. (Government Printing Office. 5 cents per copy.)

(Continued from page 15)

TREES

By Rt. Rev. James H. Darlington

O, a tree is a psalm of beauty; yes, a tree is a green-leaved prayer,
A tree is a benediction, from those who planted it there;
When you pause by the roadside weary, and rest beneath its shade,
Say a prayer yourself for the kindly heart that this provision made.

There are trees far off in the wildwood, sprung from a seed wind-sown;
And the winds today are glad because the earlier winds have blown.
The birds which carol sweetly are but trying to sing in glee
Their thanks to other birds that help't to build some forest tree.

That chatter you hear is a squirrel's call, who wishes to let you know
His gratitude to his ancestors who planted the acorn to grow.
So now, O man, you are rebuked by squirrel, bird and breeze,
Unless you also bury seeds and bless the world with trees.

(By permission American Tree Association.)

THE RANGER'S LIFE

By Arthur Chapman

Nights that are spent in the open,
Under the whispering trees;
Slumber that's sweet and dreamless—
Lullabys sung by the breeze.
Waked by the first red sunbeam
Unto no day of strife—
Waked to a day of pleasure—
Such is the ranger's life.

Over paths flecked with sunshine,
Threading the tree-lined ways;
Fording a snow-born streamlet
There were the big trout plays;
Surprising the elk at the dawning,
The bear at his clumsy play—
Feeling the heart-beat of Nature—
Such is the ranger's day.

Think you the city can call him?
What charm has the market place?
Why should he turn from the mountains,
Inviting, from peak to base?
Town's but to dream of at even,
When camp-fire smoke curls high.
So lives the forest ranger
Under the western sky.

(By permission American Tree Association.)

A FEW HELPFUL REFERENCES

California State Board of Education, Sacramento, Calif.:
Bulletin No. 20—The landscape improvement of rural school grounds.
School grounds, their design and development.
Conservation, Bird and Arbor Day, 1920.
Western Journal of Education:
February, 1924—Arbor Day number.
Nature Magazine—February, 1925.
California Fish and Game Commission, Berkeley, Calif.:
Game laws.
Bulletin, July, 1921—Hawk number.
Bulletin, January, 1922—Game Refuge number.
Bulletin, April, 1922—Hatchery number.
Bulletin, July, 1924—Klamath conservation number.
United States Department of Agriculture, Washington, D. C.:
Bulletin No. 609—Bird houses.
Biological Survey, Circular No. 61—Hawks and owls from the standpoint of the farmer.

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SCHOOL OF APPLIED ART BATTLE CREEK, MICH.

PRIMARY NATURE STUDY (grades 1 and 2) and **SCHOOL NATURE STUDY** (grades 3-8), prepared weekly by Roland Case Ross. These are a series of seasonal leaflets, teachers' copy, sent each week to subscribing teachers as a help in teaching of nature study. The leaflets contain factual stories, suggestions, some illustrations and completely cover the work that is necessary to conduct the lesson. For instance, on some leaflets, after the story has been given, contact with the child, points to make, responses and correlations, graded remarks, suggested pictures, stories, texts and poems are all given. Other leaflets give methods, suggested apparatus and outcomes. Often new words are listed, things to do are mentioned, and there are any number of practical aids for the conducting of this work. It is an entirely fascinating compilation that will not only help the teacher by supplying material for her work, but which will arouse her own ideas and enthusiasm for the conduct of the lesson. Stars, shells, trees, birds, animals, seeds, all are included. These leaflets have been highly recommended by some of the leading educators of California. The author is assistant supervisor of nature study in the Los Angeles schools, is a lecturer for the U. S. Government in Yosemite, and a native guide. He was formerly supervisor of nature study in the Glendale schools. (Published by the author at 388 Dearborn street, Pasadena, California.)

South San Francisco approved a school building program at a special bond election held recently. The projected construction of a new high school and a 12-room elementary school was favored by the voters. The sum of $15,000 is to be spent on the present Martin Grammar School, and the present high school building will be enlarged.

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(continued from page 21)

joys of living. It is only the statesmen and the very poor who are serious.

In London I again followed the lead of the tourist and gave St. Paul's, the Tower of London, British Museum, Fleet Street, etc., etc., the once over. In Westminster Abbey, Addison so beautifully expresses, not only our emotions here, but in the museums and mausoleums of Cairo, Jerusalem, Rome, Potsdam and Paris, when he says: "When I look upon the tombs of some that died yesterday and some hundreds of years ago every emotion of envy dies within me."

In London, through the courtesy of Miss Williams of the London office of Ginn & Co., I attended the text book exhibit and the meeting of the Education Association at the University of London. Mr. Moore, the manager of Ginn & Co., has succeeded in interesting teachers in the British Empire in modern school books and in Beacon Readers. The British are displacing the old style of books in many schools. Through the courtesy of Mr. C. I. Brown, manager of the London branch of Gregg Publishing Company, I was able to negotiate a record-breaker London fog, as well as to be happily entertained. Mr. Brown has been able to break down the conservative barriers of England, Scotland and Ireland and to secure the adoption of Gregg shorthand in many schools. It was a great joy to be in London and to hear English "As she is spoke," although when the flower women called out "Lobbly wilets," it sounded no more familiar than Arabic. The cost of living is higher in London than in Paris, Rome or Cairo, but not so high as in New York or Chicago. I refer, of course, not to the de luxe nor to the first-class places, but to good standard living.

Shakespeare's birthplace and home, Stratford-on-Avon, was a delight. The curving streets, the clean pavements, the well groomed houses, the happy, contented people, the open fields, the fine looking shops, were worthy of being the birthplace of the intellectual genius of mankind, just as Bethlehem is worthy of the spiritual birthplace of the human race. It was a delightful trip across country from Stratford to Oxford, where I visited the Blackwells, Oxford University and was enchanted with its beautiful curving streets.

I boarded the Homeric at Southampton for New York on January 14, and after a rough and tempestuous and pestiferous voyage landed in New York on January 22, 1925. I came back impressed that the greatest educational propaganda should be based on social justice; that our schools must stand for social efficiency and knowledge of humankind the world over.

Devotees of the Gregg shorthand system held a banquet in Boston recently and so marked is the interest and enthusiasm for that world-known system that over two hundred of the Gregg adherents were in attendance. Speakers of the evening were full of modern spirit and indications pointed to an even wider-spread interest in Gregg shorthand, which has already revolutionized the commercial world.

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PRINCIPALS AND TEACHERS ASSOCIATION OF ORANGE COUNTY

The January meeting of the Principals and Teachers Association of Orange County was held in Fullerton with Superintendent Marcy as host and with 218 members in attendance. The topic, "Standardized Tests in the Three R's Throughout the County," caused a lively discussion. The association is working with other civic bodies along all lines of progress. In the near future a meeting of high school and grade principals will be held to discuss their mutual problems. A committee has under advisement an evening devoted to "Physical Education" with a prominent educator as the speaker. The next meeting will be held in Huntington Beach with the president of the association, Clark H. Reid, as host. The topic will be "Revised Curriculum." This association meets monthly at different county points with the various principals acting as hosts. Isabel M. Little is secretary of the association.

All shore birds, except the Wilson snipe; all rails; the wood duck and band-tailed pigeon, have closed seasons which protect them the year round.

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MARCH, 1925

HON. WILL C. WOOD

Governor Pinchot of Pennsylvania has offered Will C. Wood, California's great educational leader, the position of Superintendent of Public Instruction of the Keystone State. The salary is $12,000 per year with an adequate budget. Pennsylvania has a great and progressive school system. Mr. Wood is a native of California, educated in the public schools and at Stanford University. For a man of forty-two years of age he has had a remarkable career as teacher, principal, City Superintendent, Commissioner of Secondary Education, Superintendent of Public Instruction, and lecturer, including a series of talks at Columbia University. Should Mr. Wood accept the position, California will lose and Pennsylvania will gain a progressive leader whose educational standards are professional—and non-political. In view of the fact that two of California's greatest State Superintendents, J. W. Anderson and Edward Hyatt, were native sons of Pennsylvania, it is only placing flowers on the walls of state prejudice to give our beloved native son to the Keystone State.

NOTE: Since writing the above Mr. Wood wired Governor Pinchot declining the offer. He will continue his constructive program in California.

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RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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March 2—The Argonauts: Roy Cloud, superintendent of schools, San Mateo Co.
The Nile River: Ruth Thompson, Harr Wagner Publishing Co.

March 9—Across the Isthmus of Panama: By One Who Crossed in '51.
Through the Panama Canal in 1925: Mrs. J. I. Del Valle.

March 16—Irish Stories: Mamie Lang, superintendent of schools, Tehama Co.

March 23—John Bidwell: J. D. Sweeney, principal, Red Bluff.
The Mississippi River: Jessie Casebolt, San Francisco State Teachers' College.

March 30—The Bear Flag: Honoria Tuomey, Bodega.
The Yukon River: Ruth Thompson, Harr Wagner Publishing Co.

April 6—Vacation.

April 13—The Vigilantes: Dr. O. C. Coy, director California State Historical Association.
The Rhine River: Jessie Casebolt, San Francisco State Teachers' College.

April 20—California a State: Will C. Wood, state superintendent of public instruction.
The Yangtze River: Ruth Thompson, Harr Wagner Publishing Co.

April 27—The Pony Express: Green Majors, justice of peace, Piedmont.
The Seine River: Jessie Casebolt, San Francisco State Teachers' College.

May 4—Water a Blessing: W. G. Paden, principal, Alameda.
The Niger River: Jessie Casebolt, San Francisco State Teachers' College.

May 11—Water a Curse: W. G. Paden, principal, Alameda.
The Volga River: Ruth Thompson, Harr Wagner Publishing Co.

May 18—California in Song and Story: Harr Wagner.
The St. Lawrence River: Jessie Casebolt, San Francisco State Teachers' College.

May 25—Memorial Day Program.

The National Education Association of the United States Department of Superintendence Held at Cincinnati, Ohio, February 21-23, 1925

By Harr Wagner

Cincinnati is a great convention city. Superintendent McAndrews of New York, Chicago and the world was a great president. The superintendents, the supervisors, the textbook writers, makers and sellers; the teachers, the principals, and the lounge lobbyists, were all at their best in Music Hall, Gibson Hotel, Hotel Sinton, Business Men's Club, and the various places where the 13,480 people in attendance did congregate. The programs were all of a high character and there were but a few slips in the entire proceeding. The music was of special importance and was favorably commented upon. The school exhibit, especially the art exhibit of the San Francisco schools under direction of Aaron Altman, had much favorable notice. Saturday, February 21, the Year Book on reading was given special attention by Dean W. S. Gray of the University of Chicago, Laura Zirbes of the Lincoln School of Teachers' College, New York, Arthur I. Gates of Columbia University, and Ernest Horn of the University of Iowa. The discussions on reading were of great interest. The speakers needed some instruction in oral reading and speaking. Their sentences had "good content", but their delivery needed more action. Oratory is particularly a lost art at an educational convention. E. Payson Smith, Dr. Horn, Superintendent H. B. Wilson, Dr. Condon, Superintendent McAndrews, Will C. Wood, A. E. Winship, are some of the people to whom you can "listen in" without an earful of static disturbances.

There was much gossip over the fact that Will C. Wood had been offered the superintendency of Pennsylvania—a job that pays $12,000 per year with a budget in keeping with the great Keystone State. The convention stressed reading, educational surveys, vocational education, moral education, the education of the parent, junior college, the platoon system, and every phase of supervision.

There were dinners and diners, breakfasts, and luncheons, and a few midnight suppers. It was surprising to find such large numbers in attendance at the section meetings. The N. E. A. department of superintendence is a vast college in session one week, and the students are all post-graduate specialists. It lacks the spontaneity of the meetings twenty years ago. No one has the nerve to speak unless spoken to. The program is so cut and dried that even the men who propose resolutions have been given their little part before the session starts. The stars of the educational skies, like those in the heavens, move in their orbit with such precision that an educational astronomer can even predict the eclipse of some of the brightest educational stars that shone at the Cincinnati convention. It is all very interesting to a "man up a tree."

NOTES

The Educational Press Association held its annual dinner at Hotel Gibson on Monday evening, February 22. Arthur Chamberlain presided. There were about fifty present. The speakers were Mr. Huested, founder of the World's Work; Harr Wagner; J. W. Searson; Prof. Hosic, and others. Mr. Chamberlain was re-elected chairman by a unanimous vote. He presided with rare good humor, and the dinner was enjoyed by all present.

The dinner at the Business Men's Club by the school textbook publishers was an important event to this important adjunct of the educational program. O. S. Reimold of the World Book Company presided as toastmaster. The speakers of the evening were Superintendent Cody of Detroit, H. J. Laylander of the Chicago office of Ginn & Company, and W. H. Wheeler of the Wheeler Publishing Company.

The National Council of Primary Education held an unusually fine program. Primary supervisors, elementary principals, etc., etc., were much in evidence. Ethel Imogen Salisbury of Los Angeles, Julia Hahn of San Francisco, ably represented California.

Joseph Marr Gwinn was given the honor of nomination for the presidency. Superintendent Ballou of Washington won the honor of election by the small margin of ten votes. He had the advantage of local influence on account of having been dean of the department of education of the University of Cincinnati, Ohio.

Dr. Leonard Lundgren of the Part-Time Education of the city of San Francisco took a special interest in the many meetings devoted to his special work.

The exhibit of textbooks, school supplies, etc., were of special interest, and thousands of people visited the exhibition halls. Caspar W. Hodgson had a fine group of twenty-five field men present to explain the value of educational tests, etc., to the visitors.

Dr. A. E. Winship, with all the serenity of his years of honor and service, was the liveliest man in the hotel lobby.

Miss Godfrey of Holden Patent Book Cover was immensely popular around the lobby of Hotel Gibson. She knew everybody, and introduced everybody to everybody also, and her activity as an introduction committee of one was greatly appreciated.

Hon. Will C. Wood was not able, on account of illness, to take part on the program. He remained in his rooms at the Business Men's Club. There was much comment in reference to the offer he had received of the state superintendency of Pennsylvania, salary $12,000 per year, and an adequate budget.

The breakfast of the California delegates was held at the Hotel Sinton. Arthur Chamberlain of the Sierra Educational News was the director of ceremonies. He required all the guests present to stand up and give the people the opportunity to "stare at 'em" while they gave their name, home, address and professional position or job. Sixty-three responded. Among them were:

California Breakfast

Altmann, Aaron ..... San Francisco
Allen, A. K. ..... San Francisco
Alltucker, Margaret M. ..... Washington, D. C.
Ayer, J. Warren ..... Los Gatos
Barnhart, Earl W. ..... Washington, D. C.
Bush, Geo. C. ..... South Pasadena
Chamberlain, A. H. ..... San Francisco
Cloud, A. J. ..... San Francisco
Cooper, William John ..... Fresno
Dickson, Virgil E. ..... Oakland
Donovan, John J. ..... Oakland
Dorsey, Mrs. Susan ..... Los Angeles
Evenden, E. S. ..... Columbia University, N. Y. City
Farrington, Frederic Ernest ..... Washington, D. C.
Gwinn, J. M. ..... San Francisco
Haddock, Nellie P. ..... Louisville, Ky.
Hahn, Julia Letheld ..... San Francisco
Haigh, Anne B. ..... San Francisco
Hamilton, R. C. ..... San Francisco
Hemp, Bernard F. ..... San Francisco
Hughes, Chas. C. ..... Sacramento
Hughes, Chas. C., Jr. ..... Sacramento
Huff, Wm. F. ..... Long Beach
Hunter, Fred M. ..... Oakland
Johnson, Henry C. ..... San Diego
Jones, Olive M. ..... Washington, D. C.
Jones, H. W. ..... Piedmont
Kemp, W. W. ..... University of Calif., Berkeley
Kueling, M. S. ..... Glendale
Lee, Edwin A. ..... University of Calif., Berkeley
Leonard, R. J. ..... Columbia University, N. Y. City
Lewis, E. E. ..... Flint, Mich.
Lewis, Mrs. E. E. ..... Flint, Mich.
Lundgren, Leonard ..... San Francisco
Marcy, C. A. ..... Fullerton, Calif.
Martin, Frederick F. ..... Santa Monica, Calif.
Monlux, John B. ..... Los Angeles
Monlux, Mrs. John B. ..... Los Angeles
Mooney, Mary F. ..... San Francisco
Moore, Fred T. ..... San Francisco
Morehouse, T. C. ..... San Francisco
Moyse, Geo. ..... Glendale, Calif.
Norton, John K. ..... Washington, D. C.
Overturf, J. R. ..... Lodi, Calif.
Phelps, Clarence L. ..... Santa Barbara
Pierce, Helen Watson ..... Los Angeles
Plummer, Louis E. ..... Fullerton, Calif.
Pope, Alvin E. ..... Trenton, N. J.
Rhodes, Jeremiah ..... San Antonio, Texas
Salisbury, Ethel I. ..... Los Angeles
Shankland, S. D. ..... Washington, D. C.
Strayer, Geo. D. ..... Columbia Univ., N. Y. City
Wagner, Harr, ... San Francisco
West, John Franklin ..... Pasadena
White, R. D. ..... Glendale, Calif.
Winship, A. E. ..... Boston, Mass.
Wolfe, E. A. ..... for J. B. Lippincott Co., Philadelphia
Woods, B. M. ..... University of Calif., Berkeley

WELL KNOWN COMPOSER WRITES NEW SONG HERE

Dr. W. Otto Miessner, one of America's younger musical composers, is in California. He attended the state musical conference in Pomona and addressed the State Supervisors of Public School Music. Upon his visit to California last year he was overwhelmed with the beauty of the mountains, the redwoods, and Carmel; so much so that he was inspired to write a California song worthy of the dignity and beauty he had seen. Upon this, his second visit, he completed both the words and music for CALIFORNIA'S CALLING ME, which was sung at the State Music Supervisors' Conference at Pomona and adopted by them with the recommendation that the State Board of Education have it incorporated in every music book in the state. The University of Cincinnati has conferred the honorary degree of Doctor of Music upon Dr. Meissner in recognition of his many contributions to the music literature of America. Miessner was president of the National Music Conference last year and has done much toward having piano lessons given to classes in the public schools, making it possible for children who have not the home opportunities to secure a musical education.

CALIFORNIA'S CALLING ME

By W. Otto Miessner

I

Land of mountain-girded valleys,
Land of far-flung ocean shore,
From the silent high Sierras,
To Pacific's mighty roar!
How I love your vales and mountains,
Azure sky and deep blue sea!
Ever homing in my roaming,
California's calling me!
California's calling me!

Refrain

California! California!
Land of laughter, land of song.
California! California!
Happy home I've loved so long.
California! California!
'Though in far lands I may be,
Still my heart's in sunny California—
California's calling me!

II

Vast cathedrals of Sequoia,
Southern palm and northern pine,
Flowers, fruits of grove and garden
Greet who worship Nature's shrine.
Still the mission bells are chiming
Where the padres' feet have trod;
California! California!
Close to Nature and to God!
Close to Nature and to God!

III

Fair Yosemite is calling,
Hear the echo from Tahoe!
Shasta, Siskiyou, enthralling,
Calling me where'er I go.
Though I tarry on the mountain,
Or at Carmel-By-the-Sea—
California! California!
Dearest spot on earth to me!
Dearest spot on earth to me!

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BOBBY'S SAFETY FIRST DREAM

Mother: Come, Bobby, it's bedtime. Go wash your face and hands and brush your teeth. Hurry off to bed. Good night.

Bobby: I'm so sleepy! I'm not going to wash my hands and face nor brush my teeth. Oh! hum! I'm—so—sleepy.

(Bobby falls in bed and is soon sound asleep. He dreams that all the things he has been careless about, come to call upon him and warn him of his danger.)

Soap and Water: I'm soap and water. I've come to punish you. You dirty, dirty boy! Every night you go off to bed without using me. Sometimes you even slip off to school very dirty because you have not washed. You let the dirt stop up the tiny pores in your skin, that are meant to let off the poison from your body. Sometime this poison from your body will make you very, very sick and the doctor will give you medicine. You just wait!

Tooth Brush: I'm the tooth brush. You never, never use me. Some day your teeth will ache and ache, and the dentist will have to pull them out. You'll see.

Comb and Brush: We are the comb and brush. You don't like to use us we know—but if you don't your nice hair will all fall out. Won't you look funny, then?

Nail File: I'm the finger nail file. You often forget to use me but your mother tells you about me every day. If you leave the dirt under your nails too long they will all decay and perhaps come off. just think—how terrible that would be!

Pencil: I am the pencil you put into your mouth and chewed on today when you should have been using me to write your lesson with. Did you ever stop and think how many mouths I might have been in before? If you knew my story you would never put me in your mouth again.

Automobile: Honk! Honk! Honk Honk! Get out of my way. I'm the machine you ran in front of yesterday when you were playing ball in the street. I'll run over you the very next time you do that. Yes, I will!

Electric Wire: I'm the electric wire that fell down yesterday. You were told not to come near me, but you played around me anyway. Oh! I'll burn you if you don't watch out!

Train: I'm the train. You sometimes think it great fun to run across in front of me even when the signal says stop. If you should fall and I wanted to stop quickly, I could not. Then there would be no little boy to have good times.

Coaster: I am the coaster you like so much to play with. You are going to get hurt and spoil my pretty new paint if you are not careful about coasting down the hill where there are so many machines passing all the time.

Roller Skates: I'm your roller skates. You don't always **Stop—Look and Listen!** before you skate across the street. Some day you are going to get knocked down and hurt. Then you **can't** skate for a long time.

Swing: I am the swing. You ran in front of me the other day and got quite a bump on your head. The next time I might not be able to slow down and you'd get an awful cut.

Stone I am the stone you picked up off the school ground and threw at the window. If some one had been standing in front of that window they would have been badly hurt.

Knife: I'm your father's knife. You sometimes play with me but he doesn't know it. I'm sharp and I'll cut you. You'd better listen.

Matches: I'm the matches you find and put in your pocket instead of a tin box. Some day I'm going to catch fire and burn you. You'll be sorry then!

Automobile: Let us carry him far away and punish him for being such a careless boy.

(All join hands and sing)

He doesn't know the Safety First, First, First.
He doesn't know the Safety First,
And so we'll punish him.
We'll carry him so far away, away, away.
We'll carry him so far away
And then we'll punish him.

Safety First (Running into circle): What! Doesn't know me? Why of course he does! His teacher tells him all about me in school. Go away all of you, go away, I say! (All run to their seats except Bobby, who is still asleep, and his mother.)

Mother (Going in to awaken Bobby): Why, you're awake already! Good morning, Bobby.

Bobby: Oh, mother, I just had the funniest dream! Soap and water, the automobile, the tooth brush, father's knife, matches, my roller skates, etc.; all came to carry me far away and punish me for being such a careless boy, but Safety First came and made them all go away. I was so glad to see her, and I'll never be so careless again.

Della B. Heisser, district superintendent of Turlock grammar schools, is working for a bond election of $38,000 for a six-room addition to the Hawthorne School. An operetta, "Little Miss Riding Hood", is soon to be presented under the direction of Miss Eugenia Wuerth, music supervisor. May 14 and 15 the annual exhibit of manual, art and project work will be held in the Hawthorne school.

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THE TENURE OF TEACHERS

By James Ferguson

Principal, Union High School, Chico, Calif.

The question of tenure comes again to the foreground in California. Two decisions, one by the Appellate Court and the other by the Superior Court of Napa County, state that the tenure law is invalid both as to school principals and teachers.

The following extracts from an address by Mr. James Ferguson, principal of the Chico High School, at the Salt Lake meeting of the National Educational Association, bear directly upon the question at issue.

Mr. Ferguson's address has been quoted widely by teachers' organizations throughout the country whenever the question of tenure has been under discussion. For the past twelve years he has served continuously on committees of the National Education Association dealing with such subjects as tenure, salaries and pensions.

In his address, Mr. Ferguson suggests a system of state tenure which would be an application of the principle of Civil Service to the teaching profession.—Editor.

When your committee on teachers' salaries, tenure, and pensions was appointed nine years ago the problem uppermost was how to change the "job" of teaching into a life-work which would be recognized as a "profession." To enable teaching to draw into and hold in its ranks men and women of superior ability in the same degree that the established professions do, it was universally agreed that there must be higher salaries, a secure tenure, and adequate pensions for teachers.

It has been estimated that the average tenure of public school teachers in the United States is about three years. I know of rural communities even in Golden California where it has averaged less than two years in the last decade. (Parenthetically, I may here remark that the present law in California referred to as giving permanent tenure to teachers unless the school trustees give notice of dismissal before June 10 of each year, has but one effect—that of shortening the period of suspense and giving the teacher a longer time in which to find another position. It was a step in the right direction, but so far as tenure is concerned, it is a negligible one.)

Unless such conditions are changed, high salaries and desirable pension laws carry school teaching no higher than the rank of a tramp profession. The old-time itinerant Methodist preacher was more secure in his tenure than is the public school teacher of today. Unskilled laborers can select the location in which they desire to build a home, knowing that they can remain permanently in one locality if they desire. But the teacher knows with certainty that he cannot do this. He will have to move in a few years at the best. If he desires to have a permanent home his best investment is a gypsy wagon.

The present system of "hiring and firing" teachers annually does not protect the efficient teacher nor does it get rid of the inefficient teacher — two vitally serious defects. Any system of school administration which lays claim to being successful must eliminate these.

With most of those who have tried to reform our school system along this line, I fear the chief consideration has been how to provide an easy method of getting rid of teachers who are considered inefficient, even if in the process of elimination some mistakes may be made and a competent teacher now and then dropped. In this process it seems to be assumed that it is better to sacrifice the innocent rather than let one guilty person escape—a process just the opposite of that which we follow in dealing with horse thieves and social parasites in general.

But does such a method get rid of the inefficient teacher? When he is dropped from one community, it is found that he does not leave the profession. He merely moves on to some other school within the state just far enough away for his previous record not to overtake him until after election. He is still a part of the state educational system, and so far as the state getting rid of the inefficient teacher is concerned, nothing has been accomplished. Besides, the school which passes on to some other place its inefficient teachers will in turn receive those who have been passed on by other places as inefficient; and so the procession moves in a circle. We recognize education as one of the functions of state government. Of what avail is it then to pass on the inefficient teacher from one school to another within the state? The system of annually "hiring and firing" accomplishes this and nothing more.

Even with our present imperfect system of certificating teachers, with its widely differing standards applied by normal schools, universities, and local boards of examination, it can be safely assumed that the vast majority of persons certificated to teach will be in the main efficient. However, a probationary period should be served under the supervision of educational experts possessing the power to make the tenure permanent when in their judgment the candidates prove themselves in actual work for a definite stated period. But the method of certificating teachers should be modified, so that no one would receive a permanent certificate until after this probationary period had been served successfully.

As a better method and one which could be made to safeguard every worthy educational interest, I suggest that the state function as a more efficient unit of school administration by organizing under the state board of education a department consisting of educational experts and bringing into co-operation city and county units of administration, whose duties and powers shall include the following:

1. The supervision of the entire school system of the state through visitation and other effective means.

2. The making of regular reports to the state board of education of school visits, and the classification of teachers based upon the results of such supervision.

3. The hearing of requests from local district boards of education for changes of teachers, or of requests from teachers for transfer to other schools.

4. The transfer of teachers from one school to another whenever the educational interests of the state require the same; (provided, perhaps, that no teachers be transferred from a position without the approval of the local board of trustees).

5. The appointment of new teachers, duly certificated, to fill vacancies.

6. The recommendation to the State Board of Education of suspension or revocation of teachers' certificates for cause, with proper safeguards against injustice.

Such an organization would secure life tenure for efficient teachers, and provide a just method of getting rid of the inefficient.

It would provide an efficient method of assigning to positions teachers whose personal and professional qualities fit them particularly for special tasks both in the classroom and in the community at large.

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TEACHER VICTOR IN SALARY CASE

A decision of state-wide interest has been rendered by the Third District Court of Appeals in Sacramento, in the case of J. E. Birch, principal of the Willows Union Grammar School, against J. W. Monroe, County Auditor of Glenn county. It reverses the judgment of Judge C. F. Purkitt in the Superior Court in favor of the Auditor.

The suit was brought by Birch to compel the County Auditor to honor a warrant, signed by the trustees of the Willows School District, in payment of his monthly salary as principal.

The warrant was refused payment by the County Auditor on the ground that there were no funds in the district except a balance from previous fiscal years and that the warrant could not be paid from that.

Judge Purkitt held that an unexpended balance in a school fund of a past year could not be used to defray debts incurred in a subsequent year.

The case applies to the Teachers' Salary Fund and the decision of the Appellate Court will make all balances on hand available for such expenditures of the schools.

The Appellate Court's decision upholds the opinion of H. W. McGowan, District Attorney of Glenn county, prior to the suit being brought.

Superintendent R. D. White of Glendale grammar schools and George U. Moyse, principal of Glendale Union High School, have been working hard on a new bond issue of $1,200,000 for elementary schools and of $1,200,000 for building another high school and completing the present high school plant. Glendale now has ten schools of 1st to 6th grades, two schools of 7th to 8th grades, one school with 9th grade pupils and one senior high school.

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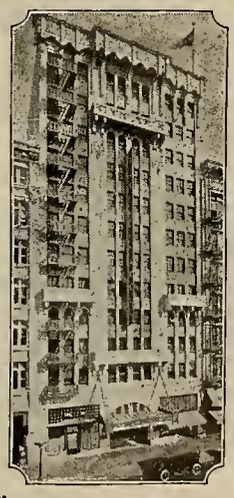

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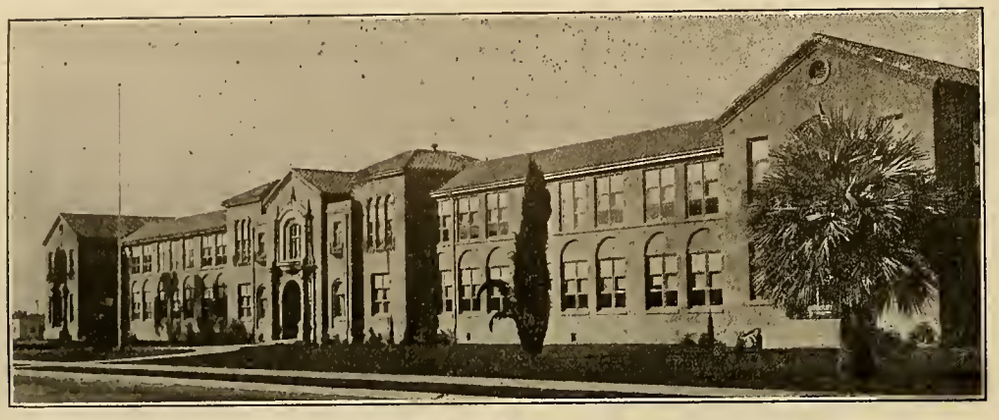

John C. Lathrop Junior High School, Santa Ana, California, erected in 1923

JOHN A. CRANSTON

City Superintendent of Santa Ana City Schools

Is rounding out his nineteenth year as a successful superintendent in the same city.

Holds tenure of all California superintendents of service in one locality.

Has conducted his elementary schools for eleven years on the departmental plan.

By W. M. Culp

John A. Cranston, city superintendent of Santa Ana city schools, during the spring of 1925 is rounding out his nineteenth year as an eminently successful administrator in one of the fast growing small cities of Southern California. It is noteworthy that of all the superintendents of California Mr. Cranston holds the record of being one of the longest to ably administrate in one city.

This length of administration is due largely to the fact that Mr. Cranston has kept the Santa Ana schools abreast of the times. In fact, he has been a little ahead of the times and in some of his innovations he has been doing things that others have followed some five or six years later.

Mr. Cranston accomplishes his purposes quietly and without much ado. Santa Ana, now a town of around 30,000 people, believes in education, and its support of a fine building program has been amply justified.

In 1906 when Mr. Cranston came to Santa Ana there were two kindergartens and four elementary schools and one high school, with a combined teaching force of 34. Now, in 1925, there are ten kindergartens, ten elementary schools, two junior high schools, and a senior high school and junior college with a teaching force of 210.

The amount of building Mr. Cranston has superintended is apparent in the fact that only two of the original buildings of 1906 are still standing. Since coming to Santa Ana Mr. Cranston has constructed eleven kindergarten and elementary buildings, three junior high school buildings, and a group of four buildings for senior high school and junior college.

Much of Mr. Cranston's success in the high school has been due to the able leadership of Principal D. K. Hammond. The same holds true for the two junior high schools of which H. G. Nelson and Will S. Kellogg are principals.

Mr. Cranston was one of the first superintendents of California to have his board of education housed in a separate administration building on school property.

Mr. Cranston was the instigator of meetings of the superintendents of the smaller cities in Southern California for the purpose of discussing mutual problems. These meetings have proven of much value.

Mr. Cranston believes that the key to a superintendent's self-valuation is the doing of something different. He believes that in the striking out of an untrodden road there is an alertness aroused that makes for good school judgment. He believes in testing his ideas. If wrong they are abandoned; if good they are continued.

The most outstanding feature of Mr. Cranston's work was the reorganization in 1914 of Santa Ana's elementary schools on the departmental plan.

For that purpose the first six grades or years of the elementary schools were divided into two sections. The first three or primary grades comprise the first section and the next three—fourth, fifth and sixth grades—comprise the second section. Teachers were assigned by subjects rather than by grades. For example, a teacher was assigned reading only in the first three grades, another arithmetic only in the fourth, fifth and sixth grades, etc. Some of the advantages of this plan were: (1) A teacher is assigned the subject she prefers to teach and for which she is especially prepared. (2) Each subject receives its due proportion of time—that is, classes pass at the end of each period so there is no chance for overlapping of time in subjects. (3) This plan locates responsibility. For example, if a teacher has arithmetic in the fourth, fifth and sixth grades and remains in the system three years, she is largely responsible for the preparation of her sixth grade pupils in arithmetic as they pass to the first year of the junior high school. (4) As the classes pass at the close of each period, the pupils come in contact with three or four personalities. Besides the passing of classes between periods is a change for the pupils which they seem to enjoy and a better interest and life in the class is maintained. (5) If a pupil and his teacher are having trouble and this trouble has arisen from a failure on the part of the teacher to understand the pupil, with Santa Ana plan that pupil would have three or four other chances, and if the other teachers succeed or understand that boy, they may assist the teacher who has failed to understand him. (6) Frequent conferences of teachers in each section to compare notes on the progress of certain pupils or lack of progress in others and the causes thereof lead to a more satisfactory plan of promotion than where the promotion of pupils in a class depends largely on the judgment of one teacher. (7) When a teacher is assigned one or two subjects she can concentrate her energies and become an expert in teaching those subjects. In the old plan this is impossible when a teacher is required to teach all the subjects in one grade and thus scatter her time, energy and ability over from eight to ten subjects a day. (8) Teachers find the discipline easier and find it easier to arouse and maintain interest. (9) All of Santa Ana teachers are enthusiastic in their praise of this plan. (10) There is a financial saving in that about one-third of the books and apparatus is required. For example, a teacher is assigned history and geography in the fourth, fifth and sixth grades. Usually one set of books and one set of apparatus will be needed as against one set for each teacher of those grades in the old plan.

For eleven years the departmental system has functioned and Mr. Cranston believes it is the biggest thing in reorganization he has accomplished in his nineteen years of work at Santa Ana.

Fresno city schools, January 30th, had reached the highest enrollment in its history. On that date 12,777 pupils were enrolled. Fresno High School has an enrollment of 1,095 students and the Fresno Technical School has 1100. Lincoln Elementary leads among elementary schools with an attendance of 1042 and Edison Technical Junior High School leads the junior institutions with 829 pupils.

Guy V. Whaley, superintendent of Pomona city schools, in the January 2nd and 3rd issues of the Progress, Pomona's leading newspaper, presented an able exposition of Pomona's school program. A page in each issue was given to the subject. Matters discussed by Superintendent Whaley included Scholastic Records, Educational Tests, Health Supervision, Teacher Training, Naturalization, Library Training, Non-English Speaking Pupils, Visual Education, Music Courses, Fine and Commercial Arts, Junior College Work, Dramatics and Debating, New High School Building.

Roosevelt Elementary School, Santa Ana, California, erected in 1924

WHITTIER CITY SCHOOLS' THRIFT CAMPAIGN

S. H. Thompson, Superintendent

The Whittier city schools for the past year and a half have been working on a thrift campaign which has increased the per cent of children enrolled from 54 per cent in September, 1923, to 76 per cent in December, 1924, and which has increased the total amount saved from $25,619.19 in September, 1923, to $55,430.26 in December, 1924. The plan in brief is as follows: Each teacher was requested to present the matter of saving to her children in a way that all from kindergarten to eighth grade would understand. Each child was requested to save at least a part of the money which came into his possession and to deposit it in the savings bank, or to buy building and loan certificates, or to buy United States Treasury certificates or liberty bonds. These four investments and these four only were to be counted. Each child was requested to make his own deposit. No money was brought to school and none passed through the teacher's hands.

At the end of the calendar month each teacher made a record of the totals for her room as reported to her by the parents for the younger children or from the pass books of the older children as they brought them in. These reports were then collected and sent to the office, where they were tabulated and mimeographed. A copy of the monthly report was then sent to each teacher, to the local newspapers, and to any banks or loan companies that might be interested.

Some patrons object to the thrift work, but the large majority support the schools in their efforts to interest the children in saving. Rivalry between rooms and schools helps greatly. Teachers and children are eager to have one hundred per cent enrollments. Following are the figures showing the per cent of pupils enrolled and the totals of the savings for the month:

	Per cent of Pupils	Amount of Savings
September, 1923	54	$25,619.19
December, 1923	68	33,049.26
May, 1924	72	42,744.59
September, 1924	66	33,599.74
December, 1924	76	55,430.26

The December thrift report of the Whittier city schools showed an increase of 29 in the number of accounts and of $6,574.06 in the total savings, which now amount to $55,430.26. Lincoln and William Penn schools each moved up one notch in the ranking and the number of accounts in all schools was one per cent higher than the record for the previous month.

The interest of the children in their savings as shown by the per cent of accounts and the total amount of savings is growing from month to month. December one year ago showed 68 per cent of the children with accounts and a total of $33,050. The followers of Franklin are increasing in number and efficiency.

George A. Bond, district superintendent of Santa Paula grammar schools, has charge of a $225,000 building program. The bonds were recently voted by a huge majority. Two buildings will be erected. One will be a large 26-room building costing $150,000 on an 8-acre tract. The rest will be spent on an 8-room building built especially for a segregated school in which Mexicans will be instructed.

PRIZES OFFERED FOR SPRING BLOSSOMS

The California Spring Blossom and Wild Flower Association will hold its third annual flower show at the Palace Hotel, San Francisco, April 15 and 16. Prizes are offered to schools for the best display of wild flowers. Last year the first prize was won by the Del Norte County High School. Schools interested in making entries may obtain further information by writing to the president, Miss Alice Eastwood, botanist of the California Academy of Sciences, Golden Gate Park, San Francisco.

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The Creative Education Association of California

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By Grace C. Stanley

One of the great pleasures of life is walking for the first time over a winding road when every step brings us a fresh surprise—a dainty little flower, a tree lifting its twisted branches to the sky, green fields with patches of brilliant color, a grasshopper springing from under foot, clouds drifting overhead, whiffs of fragrance from some unseen bower. The thrill of exploration and discovery is upon us and we could go on seemingly forever. When the path leads into places never before seen by man the excitement is the more intense.

In these days, as Ben King so cleverly put it, "There ain't no land to discover just now," but the greatest frontier, the most alluring, the least known, it is our privilege to explore—the mind of the child.

The stories in this issue are only a few of the wonderful tales that teachers are everywhere hearing from the children among whom they work. Please send in your stories to add to the collection.

CREATIVE EDUCATION

Cecilia F. McCarthy

Teaching school is an Art if you make it so. You may call it your profession or business or creative education or use any title you choose.

Whatever impress you give any work is only the view you yourself have of it. Several years ago the president of a large manufacturing concern called me into his office to discuss instructing his saleswomen. They came to Chicago from all over the United States, so naturally were not all molded the same nor did they have the same qualities of mind.

He said to me, "Whatever view you hold of this business is the only one you will ever convey to these saleswomen, so think highly of your work and mold the saleswomen according as they come. You may have to be a backbone for many for a while. Others will pass beyond your vision, while others you just need to start."

That same condition confronts every teacher. You cannot deal with groups. You must deal with individuals.

Here are a few samples of work done by boys in the Franklin School, Berkeley:

The door opened one recess period. I was alone. In came the principal with a boy eleven years old. I had never seen the child before because I was a new teacher. He had a sullen face and was crying. He had failed to measure up to the standard for high fourth, had made such a nuisance of himself that he was being demoted to low fourth. That was how we came to meet. I knew nothing of his past record in school except that he had not counted so far. For about three weeks he acted the part of a sullen, unhappy boy and my job was to study him.

The Nature Study Supervisor had outlined Study of Stars that next month—he had come to me in October of 1923. The old saying is true—"Every human being has an interest if you can only find it." Here is where the boy found himself. I saw the spark of interest and directed it. Laying aside routine, he cut interesting articles from papers on the stars, moon, planets. Other children were cutting dresses for paper dolls, while he cut astronomy articles. I let him tack up his first chart and stand off at a board and go ahead.

Then when we were studying Geography and the Panama Canal he gathered material and made the very first chart on that. Then the other boys warmed up to the idea of working out things we were studying. The word "discipline" was forgotten, and he had started the ball rolling for all the children. The point of vision was not always on stars. It reached out to animals, birds, flowers, music, fruit, sports, aeroplanes, until shortly I was running my factory in the Franklin before and after school to keep up with the orders. Soon he was looked up to by the other boys—he helped set up the radio. He loved machinery—he could fashion a spinning wheel if we needed it for a play; he could build a boat, and paint it—he could start a throne for Neptune and line up helpers to cement the shells on it. He spelled everything I needed and handled the films like an expert.

At present and during the past semester, he is not only leading the class but he has gone so far beyond them that all his leisure time is spent in preparing lectures along many lines, not only to be given to his own class and other classes in Franklin, but also to other schools, including a Junior High. Moreover, he is not one sided but has many interests and is a great lover of the woods.

With ease he questions and answers questions. He is frank in telling you so if he does not know—the bluff is not his procedure. His permanent record card shows seven teachers have helped him before he woke up. He entered school at six years ten months.

He has more reserve to fall back on than any boy I have ever met in the Public Schools, and today he feels he does count, as I want him to feel. We all want to count.

He will tell his own story on Stars and Reptiles:

Franklin Astronomy Club

One day I made a chart on the stars. I got interested in the study of the stars. I sent back to observatories and asked them to send me pictures on the stars.

Then one day I got to like the study of the stars so much that I made up an Astronomy Club. I got together a few boys and started the Astronomy Club. We made charts, and bought a telescope. Then a few other boys got interested in it too. One of the boys bought a microscope and a few other boys bought telescopes.

Every Friday night we have a club meeting. We look at the moon and stars and ask questions.

I made a telescope and a stand. With these we look at the moon. Later I was able to buy a first-class one costing $27.50.

One day I went to the University Elementary School and explained a chart. It was the first I made. I talked to three classes in one big room, and it was my first experience to be invited to another school. It sounds so still when you talk before a big crowd. Miss McMechan hauled me and my chart there in her Ford.

My first chart was exhibited in Haviland Hall, but now I've made a whole wall full of them, each different, and the other boys know how to do them now, so we take turns explaining, and I act as leader. I like school now because there are a lot of things to work at and I can work them out my own way and read a lot of magazines on Astronomy and Mechanics.

I never talked before people until this work I liked came up and it gets easier all the time.

Kenneth Bolton. Age 12.
H-5, Franklin School, Berkeley.

I will tell you how my Brown Water Snake looks. He has a brown body with black stripes about every inch. He has a long tail. His eyes are black with brown in the center. He is about two and one-half feet long and is a year old. I feed him live flies,—he would not eat dead ones.

When we carry the snake, we have a wooden box 10"x12"x7". About three inches from the top of the box we have a screen so that when we open the box the snake cannot get out.

One day, first when we got the snake, I gave a talk to our class and showed them how the snake goes over the rope. Many people say that a snake won't go over a rope, but it will. So one day a few weeks ago one of the teachers of the Burbank Junior High School of Berkeley said she would like me to give a talk to the Science Class; so the principal, Mr. Cuddeback, let me go to Burbank. I was glad, because I like my snake and wanted to show him to others.

He often wraps around my arm, and likes to get patted on his head just like lizards and dogs. None of the children in our room even acted a bit afraid of it and nobody needs to be afraid of a non-venemous snake. I drew pictures of snakes' heads, teeth, fangs and explained these things. I keep him at home and bring him to school when needed. Every boy ought to own some pet.

The other thing I like most is Astronomy, so I have a club to study stars and the sky. Over a dozen boys belong.

PUPILS "BUILD" FOR CHARACTER

The Santa Fe elementary school of Oakland has worked out a pictorial plan of character building to meet the needs of young children.

The project is the work of the teacher in charge of the class, and has been widely discussed by the lecturer, Mrs. M. A. Suling, as a means of teaching children the essentials of a good character and why and how they are formed.

As a basis for this instruction a sand table is used on which the children built houses. It is carefully explained that this building is a slow process, done bit by bit, and certain parts must be carefully laid before the rest of the structure can be built to stand.

Leading to the house is the Avenue of Progress. The foundation is laid and the four walls, representing the four main points of character, mental, moral, physical and social, are erected. The path has a gate—the Golden Rule Gate—necessary to pass before the house may be erected.

When the house is properly built the roof is added and is called "self correction". The children realize that the roof can't be added unless the house is complete and sound. The fairy and two children in the yard represent "Spirit", "Obedience" and "Care".

Throughout the picture lesson nothing is asked of the child until he or she understands exactly what the house represents and just how it is symbolical of the house of character.

With the character instruction there is amusement for the children which emphasizes the object lesson in such a way that it remains with them, teachers claim. Anne Richardson, principal of the Santa Fe school, reports enthusiasm on the part of both teachers and children and that very desirable results are being obtained.

Improving the Vision of School Children

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WHY MANY CHILDREN FAIL TO BE PROMOTED

Educational bodies are today giving more attention than ever before to the question of eyestrain in school children and the part it plays in school failures. Investigations in recent years have proven beyond question that eyestrain, not natural inability, is the main cause of the backwardness of many children.

Not long ago the New York Sun printed an editorial quoting the New York Health Officer as saying that of 100,000 pupils of the New York City public schools who failed to be promoted, fully half—50,000 children—were held back by defective eyesight.

This is truly an amazing state of affairs—one that merits the serious consideration of both teachers and parents. This condition is not true of New York City alone but is general throughout the nation. There are millions of school children in the United States who have eyestrain. Recent statistics show that more than 50 per cent of the 24,000,000 children enrolled in primary and secondary schools suffer from defective vision.

Dr. C. D. Westcott, eminent physician and late instructor at the Rush Medical College, estimates that only one person in ten has perfect vision. The Life Extension Institute records show that 53 per cent of the men and women examined by the physicians of that organization show faulty vision.

Defective vision often begins to manifest itself first during school years. Close application to books frequently develops noticeable signs of eyestrain. It is here that the teacher can be of great assistance in watching the child for signs of eyestrain and reporting these indications to the parents.

The Eye Sight Conservation Council of America has issued a bulletin to school teachers, asking their cooperation in this important work. It says, "Watch the way your pupils use their eyes. Do they tilt their heads? Do they hold the book too near the face? Do they let the book lie upon the desk and stoop over it? Do they twist the body around when reading? When they have to look up, either at you or at the blackboard, do they screw up their eyes and seem to squint? Do they get drowsy even when the room is well ventilated? Do they rub their eyes or their foreheads or wink or blink when they have to read aloud?"

Usually, defects in the vision of school children are easily checked if early attention is given to securing corrective glasses. Often these glasses may be discarded later. The importance of correcting visual defects in children when they first appear is stressed by the New York Sun in the same editorial mentioned previously in this article, in which it quotes the New York Health officer as saying, "Gradually the general public is realizing the importance of caring for the teeth in order to preserve good health, but the eyes, the most important part of our physical equipment, are neglected until the actual fear of blindness drives the sufferer into taking the necessary means of preserving them.

"The proper time to remedy defects in evesight is when boys and girls are young. No child should be sent into the world handicapped by a defect that could be overcome by a pair of glasses properly adjusted at the proper time."

"EUREKA PLAN" IN BOOKLET FORM

The Eureka School Plan, which is applied principally to the high school procedure in accordance with methods worked out by Principal George C. Jensen, has excited such interest and favorable comment all over California and in other parts of the United States, that the Chamber of Commerce has taken steps to have the outline printed in booklet form. This step will be taken so that a convenient mode of distribution can be established to conform with the large number of requests for copies of the plan that have been received at the high school and the Chamber of Commerce.

The booklet will be an outline of the plan of education in the Eureka schools under the present system, one of the big features being the departure from the old "cut and dried" high school program, to a more elastic one that can conform to the future plans of the student. For instance, an entirely different plan would be used in the program of a student who was going to work after completing high school, than one who was certain to go to college.

J. R. OVERTURF NAMED ASSISTANT SCHOOL HEAD

Jesse R. Overturf, for two years superintendent of the Lodi schools, has been appointed by the Sacramento City Board of Education as an assistant to C. C. Hughes, city superintendent of schools. W. E. Wiley, now teaching in the education department of Stanford University, has been employed by the Lodi grammar school trustees as successor to Superintendent J. R. Overturf. Wiley comes highly recommended by Stanford University, where he received his M.A. degree in 1919. For several years he was superintendent of schools in Dalles, Oregon.

Overturf is a graduate of the University of Nebraska. He was formerly superintendent of schools of College View, Nebraska. After taking a two-year course at Stanford he accepted the Lodi position as his first in California.

Some of the work that Overturf has done since his appointment in Lodi is of especial interest.

The subject of retardation is one of the most important handled by Mr. Overturf since he came to the Lodi schools. He reduced the percentage of retardation from 17 per cent in September, 1923, to 5.6 per cent January 23, 1925, which was the end of the term. This was accomplished by reclassification and grouping the students into homogenous groups with the aid of standard tests.

Much of the school progress has also been attributed to the single standard instituted by Mr. Overturf, who states that "school success does not depend on the single standard."

New Salary Schedule

A new salary schedule has also been established by Mr. Overturf with the aid of the board. There is a maximum and a supermaximum schedule reached by college credits and high ratings. There are two chief elements of this—training and experience.

Classification of Teachers

Classification of the teachers into one, two and three classes, according to experience, aids in the work. There are more Lodi teachers who attend summer school and who take the College of Pacific teachers' course because of this classification than ever before.

There is now in use a complete centralized system and check of all school text books, supplies and equipment. There is also an accumulative record of each pupil. A card is made out when the child enters school and the card follows the student throughout the eight years of grammar school.

SECOND APPORTIONMENT OF SCHOOL FUNDS MADE

The second apportionment of state school funds for the fiscal year ending June 30, 1925, has been completed by the office of Will C. Wood, state superintendent of public instruction.

The apportionment for the elementary schools, which is based on units of daily average attendance, amounts to $2,908,621.58, while the high schools will receive $2,069,010.75.

Last August, when the first apportionment for the year was made, the elementary schools received $13,219,500, making the total apportionment $16,128,121.58. The high schools at the same time received $2,148,690, making a total for the two apportionments of $4,217,691.75.

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JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

Imperial county teachers for the second year under the leadership of Horace C. Coe, county superintendent of schools, have a 100 per cent membership in the California Teachers' Association Southern Section.

Superintendent Horace C. Coe of Imperial county has moved into fine offices in the new court house, recently completed.

Present members of the Imperial County Board of Education are B. M. Gruwell, president, Holtville; D. S. Richmond, Brawley; Hattie A. Spencer, Imperial; Grace Ferrell, Calexico; H. C. Coe, El Centro.

M. B. Hockenberry was elected to fill out the unexpired term of M. S. Templeton, principal of Imperial High School. Mr. Templeton resigned the first week in February. Mr. Hockenberry for the last several years has been in the physics department of the Fresno High School, from which place he was released to take his present position. Mr. Hockenberry formerly had been principal of the Imperial High School.

Miss Evelyn Bowman, librarian of the Imperial County Free Library, expects to soon be housed in the new quarters in the recently furnished court-house.

J. L. House, principal of the El Centro High School and Junior College, has fifty-seven pupils enrolled in the junior college.

C. R. Prince, superintendent of Calipatria schools, is developing a fine system of schools. The new high school plant has been modeled upon the latest developments in high school construction.

C. N. Vance, principal of the Brawley High School, has his school in excellent condition. The repairs due to the disastrous explosion of last year have been completed. There is a possibility that a junior college will be started at Brawley next year. A $190,0000 bond issue will be spent for a shop building, gymnasium and additional rooms.

The Calexico schools under Cornelius E. Collins have increased in enrollment considerably this last year.

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Mr. William Q. Osborn, last year principal of Carpinteria High School, and formerly assistant superintendent of schools of Tacoma, Washington, is teaching physics in the Polytechnic High School, Los Angeles. Mrs. Wm. Q. Osborn is teaching Spanish and general science in the John Muir Junior High School, Los Angeles.

Miss Alena M. Swain, supervising principal of the Beverly Hills schools, has charge of perhaps the most idealistically located school system in Southern California. Situated in a townsite of beautiful homes, with new school buildings well equipped, an excellent corps of teachers, a high grade student body, Miss Swain is able to accomplish much. The Beverly Vista school has recently been completed at a cost of around $200,000. In the two schools of Beverly Hills there are thirty-two teachers. An interesting experiment has been carried out recently in an attempt to allay the dust on the school grounds with the use of sodium chloride, which has proven very successful. The Beverly Hills nursery has the contract for the treatment of the grounds.

William T. Marshall of the Huntington Beach Grammar School, head of the department of geography, is supervising the editing of a geographic magazine by his students that has exceptional merit.

W. C. Conrad, superintendent of Venice grammar schools, is moving pupils into one new school building and into five additions to already existing schools. Another new school building is well under way. Playgrounds are being fitted up and troops of Boy Scouts have been organized in each school. A movement is on to annex more territory to the Venice school district. A penmanship supervisor has been added to the teaching corps. A professional library is being built up and libraries are being established in each school. School grounds are being surfaced with oil and sand.

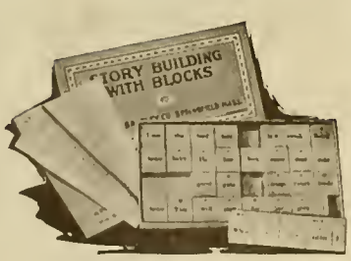
D. Loomis has been secured as business manager for the Compton Union High School District. Mr. Loomis comes from Rockford, Illinois, where he was in the same line of business of business accounting and business managership.

C. Ray Holbrook, superintendent of San Bernardino schools, added fifteen new teachers the second semester. In April a junior college district is to be voted on. An opportunity school was established this year. The enrollment of the San Bernardino city schools now totals 8114.

H. G. Clement, superintendent of Redlands schools, has had a successful bond issue campaign for $350,000. When the bonds were voted Redlands schools had only a bonded indebtedness of $40,000. Two hundred and fifty thousand dollars of this bond issue will be used in the construction of two new schools; $100,000 will be held in reserve for future needs. One of the new school buildings will be constructed in the University of Redlands section.

The teachers of Stanislaus County, under Superintendent A. G. Elmore, are organized into a strong County Teachers' Association. Membership now numbers around 300. Miss Della B. Heisser, superintendent of Turlock grammar schools, is president of the organization. At the February 28th meeting of the association an amendment was made to the constitution in the matter of lowering the dues. This was due to the fact that there is already a large working balance in the treasury. Sam H. Cohn, deputy superintendent of public instruction, was the speaker of the day and discussed "Proposed Legislation Now Before the State Legislature and Its Effect Upon the State Educational System". Music was furnished by the Modesto city schools.

STORY BUILDING WITH BLOCKS



No. 8275. Thirty-two wooden blocks, one inch square, printed six sides with words and letters of the alphabet, one word or one letter on each surface of each block; and two half blocks bearing punctuation marks. The vocabulary totals 150 of the simplest words used in teaching reading, includes every part of speech and makes use of every letter in the alphabet.

All blocks are numbered and sentences are formed by arranging two or more blocks in a sequence of numbers as provided in the "Key to Sentences," a booklet accompanying the set of blocks.

Each block rotates, so that with a combination of three or four blocks, it is possible to form a great variety of sentences by simply "rotating" or turning one or more blocks to different positions.

WRITE FOR SPECIAL CIRCULAR

554 MISSION STREET **Milton Bradley Company** SAN FRANCISCO, CALIF.

Lincoln School, Anaheim, California

C. C. SMITH

District Superintendent of Anaheim Grammar Schools

A superintendent who draws plans for school buildings that are constructed under direct supervision of Board of Trustees and superintendent, at a considerable saving of moneys.

By W. M. Culp

C. C. Smith, district superintendent of Anaheim Grammar Schools, is doing a piece of work at Anaheim that is not generally considered within the province of a district superintendent. He is architect, general superintendent of construction of buildings, and school superintendent at one and the same time.

The reason for these manifold duties came from difficulties arising in constructing previous school buildings. Difficulties with contractors and architect made it apparently advisable for the Board of Trustees and Mr. Smith to see to the construction of new units under a different plan.

It was decided that the latest building, the Lincoln school, should not be constructed by general contract, but by day labor, and by specific contract for certain materials and operations to the Board of Trustees and Mr. Smith was to draw the plans.

The Board of Trustees assisting Mr. Smith in these matters were W. J. Elliot, president; George W. Sloop, clerk, and C. H. Metcalf.

The result of this building operation was the construction of the Lincoln school at a cost of $4400 per room, while the construction of a previous building under architect and contractor was $7500 per room. This was done at the sacrifice of no strength or beauty in the new building. In fact, a more substantial building is claimed. In this case, whenever possible, Anaheim merchants were favored in letting contracts.

Anaheim is a town of some 13,000 population and is one of Southern California's most charming smaller cities. The city has six schools and some 1750 pupils. The corps of teachers numbers 65.

Besides the Lincoln school constructed by day labor four other small buildings have also been built on the same plan. Mr. Smith figures that the Board of Trustees in their operations have saved the taxpayers of Anaheim some $50,000.

The buildings have been built on the open shop plan, both union and non-union workers have been hired.

The Lincoln school was completed at a cost of $53,000. The building contains 12 class rooms, two basements, besides the usual offices, corridors, stock rooms and toilet rooms.

The outside walls are of solid brick, 12 by 20 inches in thickness, with two cross walls 12 inches thick. The brick used for the inside of walls was the Anaheim sand lime brick, the face brick being the tan tapestry or ruffled brick. The building has tile roof and maple floors.

The following are items of interest showing how expenditures on this Lincoln school were alloted:

Lumber, $5800;
Sash and doors, $2093;
Windows and door frames, $1150;
Finish lumber, $919;
Sand lime brick, $1426;
Face brick, $2100.

Sub-contracts on plumbing, $2650; heating, $2623; roofing, $2661; sheet metal, $368; wiring, $325; maple flooring, $2175.

Labor exclusive of that done by subcontract came to $19,000. Of this amount

$2823 to carpenters;
$2611 to brick masons and helpers;
$2259 to plasterers and helpers;
$5407 for common laborers, lathers and rent of cement mixer.

Painting labor and material amounted to $1963.

Cheapest priced labor on job, $4 per day.

Highest priced labor on job, welder at $24 per day.

Carpenters paid $9 per day.
Masons and lathers, $11 per day.
Plasterers, $12 per day.
Blue prints and drawings cost $247.

William John Cooper, superintendent of Fresno city schools, is planning a real, unprejudiced survey of the educational needs of pupils in Fresno city, particularly from the vocational point of view. This has been made possible by the offer of assistance by State Commissioner of Vocational Education Nicholas Ricciardi, who will furnish his assistance and that of certain experts without cost to the board of education.

This survey of the Fresno city schools is to begin March 2nd. Assisting Commissioner Ricciardi in this survey, the following committee has been appointed. The survey committee is invited to make a full and complete report, together with recommendations to the board of education. The committee is as follows:

Walter M. Hepner, assistant superintendent of schools (chairman).

R. F. Aspinall, vice-principal, Fresno Technical School, representing part-time education.

Arthur W. Bernhauer, chairman of the Chamber of Commerce committee, representing employers.

John C. Beswick, supervisor of trade and industrial education for the State of California.

Delbert Brunton, principal of Fresno High School.

Clarence Dowd, secretary Fresno Labor Council, representing organized labor.

Professor Edwin A. Lee, director of vocational education division, University of California.

Miss Emily C. Palmer, in charge of research and service bureau, division of vocational education, University of California.

J. W. Platts, Fresno Technical School, representing Smith-Hughes classes.

W. L. Potts, principal, Edison Technical School.

Nicholas Ricciardi, state commissioner of vocational education.

F. H. Sutton, principal, Fresno Technical School.

Homer Wilson, principal, Luther Burbank Intermediate School.

J. J. Berry, superintendent of Oakdale grammar schools, has a first grade that will read approximately twenty books this year.

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For Men and Women

WESTERN SCHOOL NEWS

The annual State Art Conference, in co-operation with the Pacific Arts Association, will hold its sessions in San Francisco on March 26-28 in the California Palace of the Legion of Honor. Elementary and high schools, colleges and universities of the state will hold exhibits and a magnificent exhibition of paintings, statuary, and applied arts, sent by the French government, for the opening of the Palace of the Legion of Honor will be open to those who attend the convention. This is the most important exhibition seen in the West since 1915.

Dr. A. E. Winship, editor of the Journal of Education, published in Boston, Mass., has been in California recently and in much demand as a speaker. Dr. Winship attended the award of $25,000 to David Starr Jordan for his peace essay, in Los Angeles. Among other places where he appeared on the platform was in Lodi, where he spoke under the auspices of the Lodi Elementary Teachers' Association.

Bids for the new $110,000 school building for the O'Melveny district in southeast San Fernando have been opened. This is the first money to be spent out of the $35,600,00 bond issue voted last summer.

Penmanship lessons by radio are being tried out by KGO, Oakland, by the Oakland Public School Department of Research and Guidance directed by Dr. Virgil Dickson. Miss Myrtle Palmer, supervisor of penmanship, is giving the lessons. About 600 pupils assembled under normal class-room conditions are taking the instruction. Only three pupils are visible to the instructor, and these can show at a glance how the average child is proceeding with the work. So far, according to the teachers, the lessons are a success.

Burbank will erect $500,000 worth of new school buildings in the near future.

Lankershim is planning to build a new high school, of which the estimated cost will be $400,000.

L. E. Chenoweth, Kern County superintendent of schools, was the principal speaker at the trustees' convention, held in Merced recently. He spoke on consolidation of schools and upon transportation of pupils, both problems being of particular interest to Merced County at the present time. C. S. Weaver, county superintendent of Merced County schools, presided over the meetings. Miss Essae Culver, county librarian, was one of the speakers of the convention. Principal R. M. Miano of the Los Banos elementary schools was elected secretary of the meetings.

Oakland provides one teacher for each thirty-four pupils enrolled, according to the census of teachers and students compiled by school authorities. There are 49,860 pupils registered and 1485 instructors are employed. Administrative officers number 107. Kindergarten work, vocational work and citizenship training are all strong features of the Oakland school system, of which Fred Hunter is the superintendent.

A new $84,000 school building is to be constructed in Westwood, near Sawtelle, in Southern California, in the near future. Construction of the building is to be begun this month, if present plans are carried out.

The Calaveras County Board of Education has adopted a new method of judging students for graduation from the eighth grade, and has published a leaflet on the subject. Graduation is to be based upon three counts: 1, Teacher's judgment; 2, Standard tests; 3, Such tests as the County Board of Education choose to give. On or before the first of May the teacher must file a report with Charles F. Schwoerer, county superintendent, of each eighth grade student. Special testing will be carried on at the suggestion of the county office or the rural supervisor. At a recent meeting of the grand jury of Calaveras County that body went on record as favoring school consolidation, wherever possible. They also recommend that Schwoerer's salary be raised from $2000 to $2,500 per annum.

STORY BUILDING WITH BLOCKS: Here is material which no primary grade should be without for this set of 33 blocks provides material for self-activity with every letter of the alphabet and every part of speech represented. When the instructor has told the children how to use these blocks the children will find material of fascinating possibilities which is apparently play, but is in reality a combination of reading and number work. The blocks are inch cubes lettered in black, red and green. They come neatly packed in a box, each block having its place, thus instilling in the child ideas of neatness and order which are necessary in playing this new game. A booklet accompanies each set and this contains instructions, key to sentences and index and vocabulary. (Milton Bradley Company. Price $.60.)

FILM ON BOOK-MAKING

A recent program in the Paul Elder gallery, in San Francisco, held much of interest to book-makers, students and book-lovers. Stanley Rypins, professor of English literature in the San Francisco State Teachers' College, talked on rare old books and manuscripts he has seen abroad and his talk was followed by four reels of motion pictures in which the manufacture and making of paper and books were graphically shown. An interesting talk on one of the world's celebrated publishers, Edwin Ginn, founder of the Atheneum Press, was given and in the Ginn & Company reels the lovers of rare old books could see the first pages of the illustrated Rubyiat in mellow old oriental coloring and the illuminated backs of the fifteenth century. The mechanical-minded were interested in the wonders of the latest electrical press. The school boys gazed with envy at the "mud-pie school book" of the Babylonian lad; the picturesque Egyptian boy sitting on the grass, papyrus roll in hand; the Indian and Arabian youngsters of one thousand years ago with collections of primitive pictures for home-study. The grown-ups followed the evolution of book-making down to the mechanical perfection of our time. The program was one which should arouse special interest among teachers and superintendents and librarians in schools and at institutes.

Fresno city schools, under Superintendent Wm. John Cooper, have recently published a Course of Study in Handwriting. Lois T. Jones, supervisor of penmanship, formulated the course. A chart for Physical Education and Hygiene for Grades 1 to 6 has also been published by Mr. Cooper. This chart is hung on the door of each elementary class room. It is very complete and has been highly praised by experts.

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MILPITAS PROUD OF ITS RURAL SCHOOL

By Edith McConn

That a school can do big things for a community and that a community can, in return, do many things for a school has been proved in the case of the town of Milpitas, where for several years now the school has co-operated with the State Teachers' College in San Jose, much to the satisfaction of both the college and the town.

The experiment was begun four years ago by Miss Clara Smith, who was at that time supervisor of rural school work, and a member of the Teachers' College faculty, and her assistant, Miss LeRae Olvey. The Milpitas school needed better supervision. The Teachers' College needed a rural school where the student teachers could receive training under real rural school conditions.

The Teachers' College agreee to assume supervision of the school, and while old teachers might be retained, the new teachers were to be approved by the Teachers' College.

During the first year an immediate improvement was noticed. For the first time in the history of the community, the town began to take an interest in the school, a pride in it. New and interesting lines of work were taken up. Evening classes for adults were organized. Social gatherings were held. And all of these innovations were successful. Milpitas became a model rural school. And why shouldn't it, with experts doing all they could to make it one?

Robert M. Wilson was chosen as principal and there were three regular teachers besides. Under the direction of Miss Smith and Miss Olvey, assisted by Mr. Wilson, cadet teachers from the college were sent out to receive their training here. The time of training varied from year to year, but at present each student teacher teaches all day, every day, for nine weeks.

This is as intensive training as a student teacher could well be expected to get, and all those who have had the opportunity to train in a real rural school have felt that they would have been lost without such training.

The Milpitas school became a real community center. The school nurse works with both the pupils at school and with their parents in the home whenever it is necessary. Holiday celebrations center about the school. Entertainments, ending in dances, are given at frequent intervals by the school.

Manual training, domestic science, music—all these have helped make the school an interesting place for both the pupils and their parents.

School orchestras have been organized. Little plays and programs are often given by the school, greatly to the delight of both the small performers and their parents.

Miss LaRae Olvey, in commenting on the work, said:

"The most striking thing has been the way the community has responded to the school. We have been working there four years now and we never ask for anything that they don't want to give us."

The best and most modern methods of teaching have been used, and the famed "project method" has done much to secure an interest in the school work that is rarely seen in any school.

Emphasis is laid on training for citizenship and organizations of Boy Scouts and Campfire Girls have done much to tie up the school work with outside interests, and

(Continued on page 17, column 1)

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

The annual meeting of the California Library Association will be held at Eureka June 27-July 1. Saturday the 27th, will be devoted to county library sessions, according to the president of the association, H. O. Parkinson. The American Library Association will hold its meeting in Seattle immediately following the California session and it is stated that California librarians should attend both meetings. Announcement bulletins concerning these meetings are now being sent from the office of the president.

The advisory comittee of the California County Librarians has unanimously condemned Assembly Bill No. 379, which seeks to change the administration of the Sutro Branch Library as a part of the State Library.

Let every reader of this page go now and select a book he has read and enjoyed and send it to the nearest county library for the Seamen's Institute so that every boy who sails the seas may have good reading matter and plenty of it.

FILLING THE VOID

Never before were there so many facilities for securing at home an education in almost any chosen field of knowledge or endeavor. And yet, the March number of a well-known magazine for women contains an editorial on farm women in New England who are hungry for reading matter in homes where the only literature is a mail order catalog. When they find that the state in which they live has started a county library system, the appeal immediately goes in for books, books for father and mother, books for the children. This editorial mentions certain titles of books sent to one family which brought such a joyful response, saying that they did not know that there were such books in the world, and could the librarian not send more by the same authors. We feel a sense of modesty in comparing the service that is possible in California with that which is rarer in other parts of the country where much of our nation's history has been made, but it is true that in California, as in no other state as yet, a fuller reading service is being given through the county library system than was even dreamed of a few years ago. Here, our readers have come to expect not only a good book but the particular book wanted, even to the popular book of fiction, and he does not hesitate to find fault if he doesn't get it while everybody else in the United States is reading it. And he is quite right. Radio brings into his home the concert or lecture of tonight, even the inaugural address of the President of the United States, then why should he not demand the popular book while it is still popular? However, there is a circle that works right back to the same reader for while he is installing his radio plant and his electrical plant, he is also making himself heard in no uncertain terms in his cry for lower taxes, and the tax-making bodies must cut something, and so the library budget is cut, and in cutting the library budget the expenditure for books is reduced. "We've got a lot of books that people haven't read, why not let up on it for awhile?" It reminds one of the fact that Maggie already has a book.

Librarians as a class are an unobtrusive sort. That is what ails their salaries. Once in a while a strident one is found going up and down seeking to destroy where she cannot avenge herself otherwise, but on the whole they are a hard-working, conscientious lot of people, for they really are people. But they must do something to keep before the minds of tax payers the great work which is being done through books and periodicals. How fast must the library travel to keep within sight of the tail of the procession? The librarian must be ever alert to catch the trend of affairs and not get out of touch with his constituency. Who is wise enough to define the limits to which the library of the future may extend? First of all, and always, there must be books, more books, the best books, on every subject within the realm of human knowledge, and periodicals, the best of their kinds, and the kinds are many, then stereographs and slides, music records — where shall the end be?

We are told sometimes that the librarian must stick to his last, even as the school must return to the three R's, but who is going to define the outline of the "last," or to decree which three R's are of greatest importance: Readin', 'Ritin', 'Rithmetic, or Radio, Recreation, 'Rt. How soon will it be legitimate to expect the library to furnish moving picture films, lanterns, radio outfits, as well as the familiar school apparatus of maps, globes, and charts? We can see today where millions are needed for aviation, but who thought of trying to do anything for poor Darius Green in his lone efforts, except to laugh at him? Many a library is in the same position and meets only ridicule and "down with the taxes," when trying to drag his institution out of the "sub-basement" (as our State Librarian has so aptly characterized its position today) into the upper air. The modern library has but begun its program. Who shall say what its future service shall be?

The library in the new Pomona high school building has been receiving much favorable comment. The library is in charge of Miss E. A. Hester. The equipment of this library is that of the Library Bureau. The arrangement of this library is particularly apt. There is a work-room directly behind the main reading room, and the textbook room is in the rear of the work-room. Junior college girls aid in the textbook room and work-room.

C. W. Randall, district superintendent of Ontario grammar schools, is in charge of a fast growing system. A recent bond issue for $50,000 was carried, 953 to 36. This money will be used for the construction of a new 8-room school building on a five-acre plot purchased three years ago. This building will make the sixth in Ontario's grammar school system. The teaching force in Ontario grammar schools numbers 68 and the enrollment 2100. Mr. Randall has recently received his Master's Degree from Stanford University. His thesis was

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on a Partial Survey of the Public Schools of Ontario. This thesis is a most admirable piece of work and Mr. Randall has received much commendation in regard to it.

Harry S. Bessac, San Joaquin county superintendent of schools, and Ansel Williams, city superintendent of Stockton schools, are sponsoring, with the local chamber of commerce, a movement toward a better understanding on the student's part of the resources and historical background of San Joaquin county. More than 200 scrap books have been distributed in the schools to pupils who wish to enter the contest for filling them with suitable material. This work will be correlated with history, geography, civics and English. The pupils are allowed, though not requested, to gather material for their books from surrounding counties also. Prizes are to be awarded by the Chamber of Commerce at the completion of the contest.

After thirteen years' service as principal of the Stockton high school, Noel H. Garrison has tendered his resignation to accept another position which is not being announced at this time. The excellent work that Mr. Garrison has accomplished in Stockton has led to the high school being used for a method study of a model school by students of education at Stanford University. Mr. Garrison was elected the first president of the State High School Principals' Association and since completing his two terms of office has served continuously on the executive committee of that body.

A bond issue amounting to $18,000 was voted in Tracy recently. The money is to be used for new sites for school buildings and for additions and improvements on the buildings already in use. L. E. Richards, superintendent of schools, has about 700 children in attendance and reports rapid growth in the school system as well as in the town of Tracy.

A new union high school and gymnasium is to be built in the Sunnyvale-Cupertino Union High School District, as $250,000 has been voted recently in order to carry out the building plans.

(Continued from page 15)

MILPITAS PROUD OF ITS RURAL SCHOOL

to give the young inhabitants of Milpitas a broader training than is usually received even by the youngsters in big city schools.

So successful has the work been in Milpitas that the same plan is now being used at the Centerville school. Although the Centerville school is a much larger school, it draws upon a rural community and the student teachers there encounter true rural conditions just as they do in the Milpitas school.

The fame of the plan has spread up and down the state and bids fair to spread to the length and breadth of the country.

At the end of the first year Miss Smith and Miss Olvey prepared a complete report of their work in Milpitas for the year. It amounted to a social survey of the community and proved so interesting and valuable that it has been printed in pamphlet form by the Department of the Interior of the United States government. Any one interested may secure it by sending 5 cents to the superintendent of documents at Washington, and it is worth the time and the 5 cents of anyone who is interested in such work to read this fascinating little booklet.

It isn't a dull report. It teems with human interest, and is well illustrated besides. It not only tells the story of the school at Milpitas but points the way to the doing of such work in other rural communities.

The rural school has been a neglected field of education. One has only to read this report to realize that it need not be, that a rural school, a rural community, may be just as interesting, just as much alive and just as capable of giving happiness to its inhabitants as a great city is. Miss Smith, Miss Olvey and Mr. Wilson are to be congratulated upon the excellent work they have done as pioneers in this important field.—(San Jose News.)

Superintendent Wm. John Cooper of Fresno City believes in securing the best in supervision. He has accomplished this through co-operation with the Fresno State Teachers' College, by which several instructors in that institution give 60 per cent of their time to supervision in the city and 40 per cent to college work. Supervisors secured under this plan are Miss Nell Hamilton for the primary department, Miss Floy Lewis for the kindergarten, and Dr. Georgia Thompson as acting director of physical welfare.

Suggestions for a 1925 building campaign calling for expenditures of $350,500, the sum to be met by a proposed bond issue of that amount, were presented by City Superintendent of Schools Charles E. Teach of Bakersfield recently to the Board of Education, and were taken under advisement, without formal action.

Duncan MacKinnon, formerly superintendent of the city of San Diego, died at the home of his brother in San Francisco, Tuesday, March 11th. Mr. MacKinnon had an honorable record as an educator, and was formerly a prominent leader in the meetings of the C. T. A.

Dr. Charles H. Keyes, formerly city superintendent of Riverside, California, president Throop Polytechnic Institute, Pasadena, died January 16th at Saratoga, New York. He was president of Skidmore College for thirteen years before his death.

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BURTON HOLMES' TRAVEL SERIES, edited by Burton Holmes and William H. Wheeler: Japan, Korea and Formosa by Eunice Tietjens and Egypt by Susan Wilbur; Teaching Suggestions for both volumes by Delia E. Kibbe. These two books, the former for fifth and sixth grades and the latter for seventh and eighth grades, are charming factual stories, modern and interesting, for silent reading material. The 200 photographs in each volume are large, clear and excellent from every viewpoint and they do their part in adding to the valuable and interesting material which is between the covers of these books. The Teaching Suggestions and lesson outlines are thoroughly in line with the latest methods and should be found most helpful to the teacher. These are the first of a series of books which will deal with life and people in foreign countries. (Wheeler Publishing Company, 352 East Twenty-second Street, Chicago. Price $1.28.)

AGRICULTURAL MECHANICS, by Robert H. Smith: This volume is a definite acknowledgement that the modern farmer must also have a certain degree of mechanical ability if he is going to manage his business in the most efficient and practical manner. It is a book designed for the use of students who are choosing farming as their vocation and it instructs them by the project method in the essentials of repairing farm equipment, thus saving the cost of repair men. Illustrations and diagrams are used freely and are self-explanatory. The book is, above all, practical. (J. B. Lippincott Co.)

HOW TO USE YOUR MIND, A Psychology of Study, by Harry D. Kitson: This is the second edition revised and enlarged and is an attempt to remedy the evils of unintelligent and unsupervised study on the part of high school or college freshmen students. (J. B. Lippincott Co.)

OUR OWN UNITED STATES, by Walter Lefferts: "We are starting off for a tour of this big country of ours, and Ruth and Alice, Jack and Fred, invite you to join us." With this introduction the four children start from Manhattan Island and cross the country, studying it in detail as they travel westward, Seattle being the "end of the trail." For 330 pages the children pursue their interesting way and many children should follow their travels and observations with great interest. (J. B. Lippincott Co.)

GOOD ENGLISH in Speaking and Writing, in three volumes, fourth grade, fifth grade, sixth grade, by Nell J. Young and Frederick W. Memmott: The aim in this series is development of personal expression in speaking and writing. Besides the necessary grammatical material, the book contains many suggestive lessons and drills wherein the results of the lessons may be tested. (D. Appleton & Co.)

THE LAW OF DIMINISHING RETURNS by W. J. Spillman: In this book the application of the law of diminishing returns to the feeding of stock and to the growing of crops has been worked out by the author and a method evolved that will aid in solving many production costs on the farm. The book is divided into two parts: The Law of the Diminishing Increment and The Law of the Soil. Figures, charts and references aid the reader. (World Book Co.)

THE PROGRESSIVE MUSIC SERIES, One-Book Course for Basal Use in Primary, Intermediate and Grammar Grades, by Horatio Parker, Osbourne McConathy, Edward Bailey Birge and W. Otto Meissner: This collection of songs of many nations and masters of the past and present is designed to meet the requirements of ungraded schools, or the school where the grades are in one room. Songs for general assembly singing are included. With this series is a book, ACCOMPANIMENTS FOR SONGS IN ONE-BOOK COURSE, which contains excellent school material and standard songs that are in constant demand. Directions for handling the work are given. (Silver, Burdett and Co.)

MODERN BUSINESS GEOGRAPHY, by Ellsworth Huntington and Sumner W. Cushing, illustrated with 101 maps and 84 photographs: Material for a background is given students of the seventh, eighth and ninth grades and from this the pupil learns how the world's work is done and how it is affected by geographical conditions. (World Book Co.)

WEBSTER'S NEW INTERNATIONAL DICTIONARY is a friend not only of students in school and teachers and those generally seeking for knowledge, but it is also a friend of the latest development in modern life—the cross-word puzzle enthusiast. Leading educators all over the country endorse Webster's Dictionary for home, office and school use.

OUTLINES OF COURSE OF INSTRUCTION IN AGRICULTURAL NATURE STUDY FOR THE RURAL SCHOOLS OF CALIFORNIA, by O. J. Kern: This one-hundred page booklet contains nature study material for the eight grades of elementary schools. Following suggestions and general information, outlines and projects are given for each grade. The material is illustrated. The author is a member of the staff of the Agricultural Experiment Station of the University of California. (University of California Press.)

THE JONES COMPLETE COURSE IN SPELLING, by W. Franklin Jones: Spelling handled in a scientific manner for children from the second through the eighth grades with suggestions to teachers introducing the work, composes the material in this volume. The idea, as explained, is to PREVENT errors, not to correct them. This is one of the most helpful, complete and suggestive books on spelling and every teacher who wishes to increase interest in the lessons and get the best results should examine this volume. (Hall & McCreary Co.)

AN INTRODUCTION TO TEACHING, by Ned Harding Dearborn: This volume will be of interest to two types—those who are thinking of being teachers and those who are studying to be teachers. Problems confronting the teacher-student and their analysis and solving are interestingly presented. (D. Appleton & Co.)

CONTRIBUTIONS TO EDUCATION, Volume I, edited by J. Carleton Bell: Those who are interested in testing will derive much pleasure and assistance from this volume of unitary contributions by some of the best known psychologists in the country, by successful teachers and by researchers in education. E. L. Thorndike, Hosic, Paul Klapper and many others contribute valuable material. (World Book Co.)

WE AND OUR HEALTH, Book II, by E. George Payne: The fact that strong bodies very often depend upon the way that we live, work, and play, is told in this story of health. This is the second of a series of four volumes which are being published in the interests of learning how to care for the body. (The American Viewpoint Society, Inc.)

SELLING THE SCHOOL BOND ISSUE TO THE COMMUNITY: A pamphlet with the purpose of portraying posters which have been effective in putting over school bond elections. (Issued by Better Schools League, 53 Jackson Boulevard, Chicago.)

THE PREVENTION AND CORRECTION OF ERRORS IN ARITHMETIC, by Garry Cleveland Myers: A basic text on methods of arithmetic which is so simple and practical that any teacher can understand and use it. "It tells the primary teacher just how to begin teaching number facts, and what practices to avoid. Innumerable class-room illustrations drive home the details of the method and make the teacher able to administer it independently." Illustrations and statistical studies complete the work. (The Plymouth Press, Chicago,)

LITERATURE IN THE SCHOOLS. How to Present Poetry and Make Book Lovers, by Marian A. Dogherty: Evidently a lover of good literature herself and a person of experience in creating love for it in the hearts of children, the author of this book has written a thoroughly human book of interesting experiences and suggestions that should prove a delight to the teacher who has not the qualities that can provoke joy in he best that is written. (Little, Brown & Company.)

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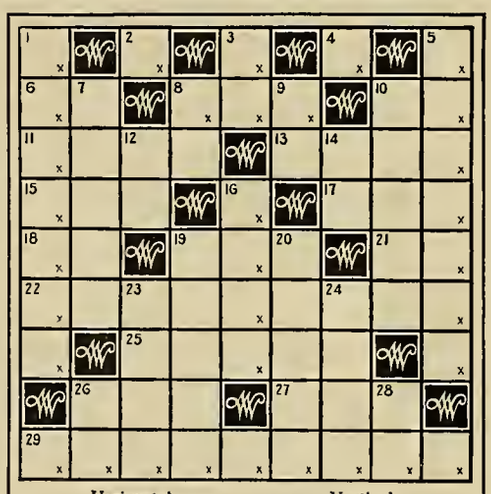

Horizontal

2, 3, 4 Procure = go out and buy
6 Printer's measure
8 Article
10 Tellurium (symbol)
11 A deep, loud cry
13 Part of a fishhook
15 A Japanese coin
17 Possesses
19 Exists
19 A thing (Latin)
21 Pronoun
22 To affirm (obs.)
25 Made of oat grain
26 A portion of a curved line
27 Letter of Greek alphabet
29 What Webster's *New International Dictionary* is

Vertical

1 The oldest firm of dictionary publishers in the U. S.
3 An expression of inquiry
5 The greatest American lexicographer (surname)
7 Not dry
8 Initials of an American president
9 Erbium (symbol)
10 A characteristic
12 Article
14 Exclamation
16 Most excellent
19 Extend
20 Guide
23 A wrongful act in civil law
21 A person opposed to anything
26 Gold (symbol)
28 Preposition

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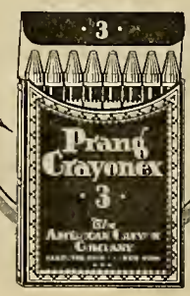

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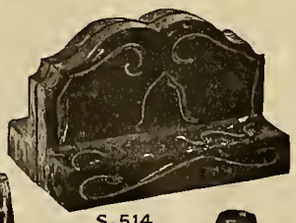

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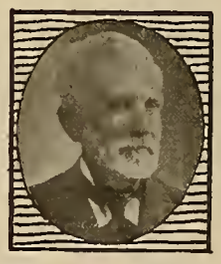

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APRIL, 1925

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HARR WAGNER, Editor.
RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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SUGGESTIVE PROGRAM

Salute the flag.
Song, "America".
Story of Memorial Day.
Address by a soldier, or if one cannot be obtained, readings or talks by the pupils may be given.
Song, "Battle Hymn of the Republic."
Gettysburg Address (to be read or recited).
Recitation, "In Flander's Fields".
Recitation, "America's Answer".
Readings or recitations of material included in this program.
Song, "Star Spangled Banner".
Decoration of a soldier's grave if possible.

TOPICS FOR DISCUSSION

Origin of Memorial Day.
Origin of the Service Flag.
What the American Eagle represents.
Story of the Battle Hymn of the Republic.
Story of the American Flag.
The principles fought for in the three wars whose dead we honor today.

MEMORIAL DAY

Memorial Day is set aside in observance of the soldiers who gave their lives for their country in these wars:

The Civil War.
The Spanish-American War.
The World War.

Children may prepare sketches of the main events of these wars, such as conditions leading to the war, the war itself, heroes of the war, results of the war, etc.

I invoke all who heed well the lesson of Decoration Day to weave each year a fresh garland for the grave of some hero and to rebuke any and all who talk of civil war, save as the "last dread tribunal of kings and peoples."—Gen. Wm. L. Sherman.

Sleep, soldiers! still in honored rest,
Your truth and valor wearing;
The bravest are the tenderest—
The loving are the daring.
—Bayard Taylor.

MEMORIAL DAY PROGRAM

Compiled by Ruth Thompson

ORIGIN OF MEMORIAL DAY

The observance of May 30 as Memorial Day had its official origin in an order issued in 1868 by General John A. Logan, then commander-in-chief of the Grand Army of the Republic. General Logan often said afterward that the issuing of that order was the proudest act of his life.

The strewing of flowers upon graves is old in some countries. It is said that the first decoration of graves of soldiers of the Civil War was done on April 13, 1862, by two little girls, daughters of a Michigan chaplain. They had been out gathering wild flowers, and, returning, came across a rough, unmarked mound which covered some Northern boy.

One of the girls said: "Oh, let's put our flowers on this grave! He was a soldier boy." They knelt down and made garlands of flowers on that grave. This grave was in Virginia, not far from Mount Vernon. The next day they interested their family and friends in a plan to decorate all the graves, and the plan was carried out. Each year afterward, in May, they did the same wherever they happened to be. Others saw them and followed their example.

The later date of May 30 was chosen by General Logan so that flowers could be had in all the Northern states.

From decorating the graves of soldiers the custom has extended to the graves of all who have relatives or friends to remember them. In time the soldiers will be forgotten, but the custom of decorating graves with flowers will doubtless continue for many generations to come. The spirit which prompts it is a noble one, which should ever be cherished.

Two years after the close of the Civil War the New York Tribune printed a paragraph simply stating that "the women of Columbus, Mississippi, have shown themselves impartial in their offerings made to the memory of the dead. They strewed flowers alike on the graves of the Confederates and of the National soldiers."

Whereupon the North thrilled with tenderness and Francis Miles Finch was inspired to write his moving lyric, "The Blue and the Gray", which has become the credo of the festival.

In a famous address, Chauncey M. Depew related the occurrence with felicity: "When the war was over in the South, where under warmer skies and with more poetic temperaments symbols and emblems are better understood than in the practical North, the widows, mothers and the children of the Confederate dead went out and strewed their graves with flowers: at many places the women scattered them impartially also over the unknown and unmarked resting places of the Union soldiers. As the news of this touching tribute flashed over the North, it roused, as nothing else could have done, national amity and love and allayed sectional animosity and passion. Thus out of sorrows common alike to North and South comes this beautiful custom."

This incident, however, produced no practical results until in May, 1868, Adjutant-General N. P. Chipman suggested to National Commander John A. Logan, of the Grand Army of the Republic, that their organization inaugurate the custom of spreading flowers on the graves of the Union soldiers at some uniform time. General Logan immediately issued an order naming the 30th of May, 1868, "for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village, or hamlet churchyard in the land. . . . . It is the purpose of the commander-in-chief to inaugurate this observance with the hope that it will be kept up from year to year while a survivor of the war remains to honor the memory of the departed."

This idea spread rapidly. Legislature after legislature enacted it into law until the holiday has become a legal one in all states. In some of the Southern states an earlier date is usually chosen.

—George C. Baker.

THE SERVICE FLAG

The service flag is not an official flag of the United States Government. The idea was, as far as we are advised, an entirely novel one, the credit for the conception of which appears to be due to R. L. Queisser of Cleveland, Ohio, who designed and patented the present flag. It has, however, taken such firm root in popular sentiment and has been of such beneficial influence that it is officially recognized, and everyone who is entitled to fly it is encouraged to do so.

Mr. Queisser was formerly captain of the machine gun company, Fifth Ohio Infantry (now 145th United States Infantry), from which he was retired because of an accident. He thus states the origin of the flag:

"Shortly after April 6, 1917, when war with Germany was declared, the thought came to me that both of my sons, who were still officers in the guard, would again be called out, and I wondered if I could not evolve some sign or symbol by which it might be known that they were away in

their country's service, and one which would be to their mother a visible sign of the sacrifice her sons were making. The inspiration of the service flag came to me in that manner."—Official U. S. Bulletin.

THE SERVICE FLAG

A field of gleaming white,
A border ruby red,
And a blazing star
That is seen afar
As it flutters overhead.

From the window of a cot,
From the mansion on the hill,
Sends that banner fair,
Beyond compare,
Its loyal message still.

"A man beloved and dear,
O Land, I've given to you.
He has gone to fight
On the side of right;
To Old Glory he'll be true."

It floats from learning's halls,
And within the busy mart,
Where its crowded stars
Form growing bars
To rejoice the drooping heart.

Each star stands for a life,
To the nation gladly given,
For an answered prayer
To those "over there",
Though a mother's heart be riven.

We pass with kindling eye
Beneath your colors true;
A mother's love,
A nation's hope
Are bound in the heart of you!
—Josephine M. Fabricant.

OUR DEAD SOLDIERS

We come, not to mourn our dead soldiers, but to praise them. For one, I have never liked, even from the first, to see, as so often is the case, the flag at half-mast upon Memorial Day. But if ever it was appropriate it long since ceased to be so. After so many years, tears no longer befit the place where the soldier lies in his last sleep. The bitter grief which their untimely deaths brought to so many hearts, Time, the all-healer, has mercifully soothed and softened into pathetic memories and pious veneration. Many who then mourned in all pain and passion of bereavement have themselves followed after, and are now at peace where there is no more sorrow nor crying, no more war and fighting, no more absence nor parting.

But while the reason for personal grief has been steadily diminishing with the lapse of time and with the passing away of those who once mourned, the reason for praising these men and honoring them in the eyes of the nation has been steadily increasing, as we have come to see more and more clearly the vast and ever-growing significance of that which they did. When our dead soldiers were brought home from battlefield or hospital to be laid in quiet graves, no man in all the land, not even he whose great prophetic soul conducted the nation to its final deliverance, could possibly rise far enough above the clamor and strife, the anguish and the agony of the time, or peer far enough into the cloudy and threatening future to see half of what the dullest of us now sees of the greatness of the blessings which were to be purchased by those most pathetic sacrifices. —Francis A. Walker.

TAPS

Sleep
Now the charge is won,
Sleep in the narrow clod;
Now it is set of sun,
Sleep till the trump of God.
Sleep.

Sleep.
Fame is a bugle call
Blown past a crumbling wall;
Battles are clean forgot,
Captains and towns are not;
Sleep shall outlast them all.
Sleep.
—Lisette Woodworth Reese.

OUR HONORED DEAD

Oh, tell me not that they are dead—that generous host, that airy army of invisible heroes! They hover as a cloud of witnesses above this Nation. Are they dead that yet speak louder than we can speak, and a more universal language? Are they dead that yet act? Are they dead that yet move upon society, and inspire the people with nobler motives and more heroic patriotism? . . . .

Every mountain and hill shall have its treasured name, every river shall keep some solemn title, every valley and every lake shall cherish its honored register; and till the mountains are worn out, and the rivers forget to flow—till the clouds are weary of replenishing springs, and the springs forget to gush, and the rills to sing, shall their names be kept fresh with reverent honors which are inscribed upon the book of National Remembrance! —Henry Ward Beecher.

HONOR OUR PATRIOT DEAD

Memorial Day is consecrated to the soldiers; it is dedicated to patriotism; around this sacred day cluster precious memories of our fallen brave. Over the silent chambers of our sleeping comrades we wreathe garlands of flowers — symbols of our love and gratitude. These graves are the Nation's shrine, the Mecca to which patriots journey to renew their devotion to the cause for which these patriots died. The fruits of their victories are a united country. This is a sacred heritage purchased by their valor and sealed by their blood. History is their encomium. Battlefields attest their courage.

"Sleep, heroes, sleep;
Your deeds shall never die." —Anon.

THE GRAVES OF OUR DEAD

As we cover the graves of the heroic dead with flowers, the past rises before us like a dream. Again we are in the great struggle. We hear the sounds of preparation—the music of the boisterous drums—the silver voices of heroic bugles. We hear the appeals of orators; we see the pale cheeks of women and the flushed faces of men; we see all the dead whose dust we have covered with flowers. We lose sight of them no more. We are with them when they enlist in the great army of freedom. We see them apart from those they love.

We see them as they march proudly away, under the flaunting flags, keeping time to the wild music of war—marching down the streets of the great cities, through the towns, and across the prairies, to do and die for the eternal right. We go with them, one and all. We are by their side on all the gory fields, in all the hospitals of pain, on all the weary marches. We stand guard with them in the wild storm and under the quiet stars. We see them pierced with balls and torn with shells, in the trenches, by the forts and in the whirlwind of the charge, where men become

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iron with nerves of steel. We are at home when the news reaches us that they are dead. We see the maiden in the shadow of her first sorrow. We see the silvered head of the old man bowed with the last grief.

Those heroes are dead. They sleep under the solemn pines, the sad hemlocks, the tearful willows, and the embracing vines. They sleep beneath the shadow of the clouds, careless alike of sunshine or of storm, each in the windowless place of rest. Earth may run red with other wars—they are at peace. In the midst of battle, in the roar of the conflict, they found the serenity of death. I have one sentiment for the soldiers, living and dead—cheers for the living, tears for the dead.

—Robert B. Ingersoll.

HOW SLEEP THE BRAVE

How sleep the Brave who sink to rest
By all their country's wishes blest!
When Spring, with dewy fingers cold,
Returns to deck their hallowed mold,
She there shall dress a sweeter sod
Than Fancy's feet have ever trod.

By fairy hands their knell is rung;
By forms unseen their dirge is sung;
There Honor comes, a pilgrim gray,
To bless the turf that wraps their clay;
And Freedom shall awhile repair,
To dwell a weeping hermit there!

—William Collins.

A BALLAD OF HEROES

"Now all your victories are in vain."

Because you passed and now are not—
Because in some remoter day
Your sacred dust in doubtful spot
Was blown of ancient airs away—
Because you perished—must men say
Your deeds were naught, and so profane
Your lives with that cold burden? Nay,
The deeds you wrought were not in vain.

Thought it may be, above the plot
That hid your once imperial clay,
No greener than o'er men forget
The unregarding grasses away;
Though there no sweeter is the lay
Of careless bird; though you remain
Without distinction of decay,
The deeds you wrought are not in vain.

No, for while yet in tower or cot
Your story stirs the pulse's play,
And men forget the sordid lot—
The sordid cares—of cities gray;
While yet beset in homelier fray
They learn from you the lesson plain
That Life may go, if Honor stay,
The deeds you wrought are not in vain.

Envoy

Heroes of old, I humbly lay
The laurel on your graves again;
Whatever men have done, men may—
The deeds you wrought are not in vain.

—Austin Dobson.

MEMORIAL DAY

Is it enough to think today
Of all our brave, then put away
The thought until a year has sped?
Is this full honor for our dead?

Is it enough to sing a song
And deck a grave; and all year long
Forget the brave who died that we
Might keep our great land proud and free?

Full service needs a greater toll—
That we who live give heart and soul
To keep the land they died to save,
And be ourselves, in turn, the brave!

—Annette Wynne.

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LET WAR'S TEMPESTS CEASE

Lord, let war's tempests cease,
Fold the whole world in peace
Under thy wings.
Make all the nations one,
All hearts beneath the sun,
Till Thou shalt reign alone,
Great King of Kings.

—Henry Wadsworth Longfellow.

OUR FLAG

(Three children, each carrying a small flag, appear upon the stage. Each child wears a sash of tissue paper, one of red, one of white, one of blue. The sashes are worn over the right shoulder and tied at the waist under the left arm. Sashes of bunting or silk are effective.)

All—
"We wear today the colors
To which our hearts are true;
We wave them now above us,
The Red, the White, the Blue."

Red Sash—
"Red like the rays of the morning
When comes the dawn's first gleam
Within our glorious banner
Seven brilliant stripes are seen."

White Sash—
"Pure as the snowflakes falling
Upon the mountain side,
Amid the streaks of crimson
Stripes of white abide."

Blue Sash—
"And, as the sky at evening
Enfolds the stars of night,
The blue field of Old Glory
Bears all its stars of white."

All—
"Give we our grand old banner
The honor that is due
To Freedom's sacred emblem,
The Red, the White, the Blue."

OVER THEIR GRAVES

Over their graves rang once the bugle call,
The searching shrapnel and the crashing ball;
The shriek, the shock of battle, and the neigh
Of horse; the cries of anguish and dismay;
And the loud cannon's thunders that appall.

Now through the years the brown pine-needles fall,
The vines run riot by the old stone wall,
By hedge, by meadow streamlet, far away,
Over their graves.

We love our dead where'er so held in thrall.
Than they no Greek more bravely died, nor Gaul—
A love that's deathless!—but they look today
With no reproaches on us when we say,
"Come, let us clasp your hands, we're brothers all,"
Over their graves. —Harry J. Stockard.

REQUIEM

When the last voyage is ended,
And the last sail is furled,
When the last blast is weathered,
And the last bolt is hurled,
And there comes no more the sound
of the old ship bell—
Sailor, sleep well!

When the last Post is blown,
And the last volley fired,
When the last sod is thrown,
And the last Foe retired,
And thy last bivouac is made under
the ground—
Soldier, sleep sound.—Joseph Lee.

Let little hands bring blossoms sweet,
To brave men lying low;
Let little hearts to soldiers dead
Their love and honor show.
We'll love the flag they love so well,
The dear old banner bright;
We'll love the land for which they fell,
With soul and strength and might!

—S. M. Kneil.

ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MARCH 30-APRIL 4, 1925

The State Board of Education met in regular quarterly session in Sacramento, California, March 30, 1925, with all members present.

The proposed amendment to the high school textbook act was considered. Mr. O'Brien, chairman of the Legislative Committee, and Mr. Storke were instructed to request that this act be amended by striking out the provision for the eight-year period in the contract, making it either one year or no stated period. After a conference with Assemblyman Hartranft, Chairman of the Education Committee, Mr. O'Brien reported that Mr. Hartranft had advised against making any further attempt to amend the law at this session of the legislature. The board therefore agreed that the following clause be added to the contract; provided, the Attorney General approves thereof:

"It is further agreed that either party to this contract may, upon the notice to the other party concerned, cancel and drop from the list of textbooks any or all of the books therein contained when in the judgment of either party good reason exists therefor."

A communication was received from a committee of the Woman's Temperence Union of Los Angeles, submitting the song "Rally Round the Flag" in revised form to emphasize Law Observance. They asked the board's permission to introduce this song into the public schools. It was the decision of the board that they had no authority to grant the request.

Resolutions were received from the American Legion Auxiliary, Hanford Unit No. 3, voicing a complaint that Washington's Birthday, Memorial Day, Labor Day and Armistice Day were not being fittingly observed by a number of public schools throughout the state; also, that the presidents of the University of California and Stanford University have decided to cancel further observance of these holidays. The board called their attention to pages 391 and 392 of the California State law relating to holidays and informed them that this matter is under the jurisdiction of the local boards of education and the presidents of the universities, respectively.

The board authorized a reprint of 5000 copies of the Manual in Health Supervision and Instruction and 100,000 health and development record cards, prepared by Dr. Herbert R. Stolz, State Supervisor of Physical Education.

Mr. Merk, chairman of the Vocational Education Committee, reported that a conference was held at the University of California relative to the duplication of field work in vocational agriculture and that a committee had been appointed, representing the Department of Education and the University of California, to meet in Berkeley April 15, to work out details of a plan.

A committee of board members was appointed to cooperate with Mrs. Grace C. Stanley, Commissioner of Elementary Schools, to investigate plans for a radio program and make recommendations to the board at the next meeting.

At the request of Mrs. Grace C. Stanley, the board granted authority to print and distribute to the schools 10,000 copies of the song "California's Calling Me," by W. Otto Meisner, who assisted in compiling the State Series Music Books. The song was adopted by the State Music Conference held recently at Pomona.

Mrs. Stanley was authorized to give courses in school supervision at the San Francisco State Teachers College and the California School of Arts and Crafts, Berkeley, the coming summer sessions.

In accordance with law, the board met in joint session with the presidents of the State Teachers Colleges on April 1, 1925, in Sacramento.

At the request of the presidents, President C. L. Phelps of the Santa Barbara State Teachers College presented an interesting study which he had made on teacher training in California and presented to the American Association of Teachers Colleges which met with the Department of Superintendence at Cincinnati, Ohio recently; also a resume of the proceedings at the convention.

The presidents reported that it has been the custom of each teachers college to recommend to a city board of education each year a superior graduate of the institution, who is permitted, to enter the school department without a competitive examination; that this is looked upon by the graduate as a high honor, and that it is desired to extend this custom to other cities. Superintendent Wood suggested that this matter be included in the program of the next superintendents' convention.

The following resolutions were adopted:

Resolved, That the state teachers colleges in their summer sessions be authorized to offer the undergraduate courses in education required for the administration and supervision credential.

Resolved, That graduates receiving the kindergarten-primary teacher's diploma after September,1927, may satisfy requirements for the elementary teacher's diploma also, by completing in a California State Teachers College a prescribed course of sixteen semester hours in addition to the three year kindergarten-primary course.

Dr. Herbert R. Stolz, State Supervisor of Physical Education, made certain specific recommendations regarding the development of a sound program of health education at the State Teachers Colleges.

Dr. Stolz informed the presidents of the State Teachers Colleges that the American Child Health Association has offered to send to California this fall Miss Ethel Perrin, a recognized expert in the promotion of health education, to cooperate with the State Board of Education in helping to set up adequate programs in the various State Teachers Colleges. This offer was accepted by the presidents.

The following report of the committee on resolutions in memory of Dr. E. R. Snyder was adopted:

"The members of the annual conference of the State Board of Education, the officers of the State Department of Education, the Presidents of the State Teachers Colleges and the Dean of the Teachers College of the University of California, Southern Branch, on the occasion of their assembling for the meeting of April 1, 1925, before beginning the duties of the session, pause to pay a tribute of remembrance to a colleague and friend whose life and labors make that remembrance precious and a very real inspiration in a common task and opportunity for public service.

"Dr. E. R. Snyder's distinguished career in public education in California has given him continuing citizenship in the commonwealth. As instructor and vice-president in the State Teachers College at Fresno, as city superintendent of schools in Santa Barbara, as commissioner of vocational education, as an officer in the division of vocational education, War Department, U. S. A., and as president of the State Teachers College of San Jose, where he began and ended his California labors in education, Dr. Snyder's high principles and eager and devoted professional and civic activities constitute a history of development and achievement that has made him an outstanding personality in the state roster of educational leaders, and that has given him a creative part in the development of the state.

"Assuming the commissionership of vocational education when the office was established, Dr. Snyder made it a veritable function so creatively useful that when the crisis of war confronted California and her sister states he was called into the national service to spend and be spent unstintingly for the ideals and principles for which his whole life had been preparation, and for which his last days of service in teacher training were a fitting consummation.

"Therefore in utmost sincerity of purpose we give this our testimony to the worthiness and compelling attractiveness of his life and character in the belief that what we participate in recording now shall remain as an inscription for us and for those who after us shall read the story of our state."

(Signed) WILL C. WOOD
EDWARD L. HARDY
C. L. McLANE
Committee.

The following resolution in memory of Dr. Frederic Burk was adopted:

"Whereas it has pleased Providence in its wisdom to remove from our midst Dr. Frederic Burk, first president of the State Teachers College at San Francisco, and

"Whereas he gave twenty-five years of unstinted and able service to the devlopment of that institution, and

"Whereas his sparkling personality, his keen mind, his original thinking in the field of education and his forceful writings furthered materially the progress of education in general; therefore, be it

"Resolved, That this joint conference of the State Board of Education, the State Department of Education, the Teachers College Presidents of California and the Dean of the Teachers College of the University of California, Southern Branch, recognizes in his passing a great professional and an irreparable personal loss, and be it further

"Resolved, That a copy of these resolutions be spread on the minutes of this meeting and copies forwarded to his family and to the institution which he so faithfully served.

(Signed) ARCHIBALD B. ANDERSON
C. M. OSENBAUGH
C. L. PHELPS
Committee.

Mr. Olney was instructed to investigate the matter of giving standardized tests in the high schools and report to the board at the next meeting.

At the meeting held June 26, 1924, the board voted that after July 1, 1925, it would approve no high school course of study which allows credit toward graduation for elementary school subjects, including penmanship, spelling and commercial arithmetic as regularly organized courses. At the meeting held April 2, 1925, the board voted that such regulation should not become effective until July 1, 1927.

Mr. Will C. Wood, Director of Education, submitted for the board's approval the appointment of Mr. William John Cooper to serve as President of the State Teachers College at San Jose. The matter was referred to the State Teachers College Committee, which reported as follows:

"The undersigned committee on State Teachers Colleges of your honorable body, to whom was referred this nomination of William John Cooper of Fresno to serve as president of the San Jose State Teachers College, do report they have considered said nomination and recommend that the nomination be not approved by the said board of education of the State Board of Education.

(Signed) C. A. STORKE, Chairman.
FLORENCE J. O'BRIEN,
HELENE HASTINGS,
Committee.

Mr. Storke moved the adoption of the report. It was seconded by Mr. O'Brien and carried by roll call vote as follows: aye—Mr. Merk, Mr. O'Brien, Mr. Storke and Mrs. Hastings; no—Mr. Jarvis, Mrs. Bryant and President Clarke.

Mr. H. F. Minssen was appointed acting president of the San Jose State Teachers College by Mr. Will C. Wood, Director of Education.

A petition to organize a county junior district in Siskiyou county, to be known as the Siskiyou County Junior College, was considered by the board and the petition was granted.

The San Jose State Teachers College was granted the privilege to grant the A. B. degree with majors in Home-Making, Home and Community Mechanics Education, Art and Music.

The following resolution was adopted.

Whereas this State Board of Education is in receipt of numerous communications and arguments, both written and oral, representing various and different schools of thought on the subject of evolution; therefore, be it

Resolved, That it is the policy of this board to list no books that teach evolution other than as a theory.

The teacher's credential of Chas. S. Buffington was revoked on account of unprofessional conduct.

Mr. George C. Jensen, principal of the Eureka High School, at the board's invitation, explained the Eureka School Plan to the board.

Retirement Salary Business

The board invested $25,000 in school bonds.

The following resolution was adopted:

Whereas recent official investigations and reports have indicated that the present legal method of support for the California School Teachers Retirement Salary Fund is evidently in need of a scientific revision and will be within a few years entirely inadequate; therefore, be it

Resolved, By this California State Board of Education that the state legislature be requested to appoint a commission to study the matter and to present to the next legislature a plan for financing said fund on a scientifically reliable basis, and

Whereas such commission will need to secure expert advice, the expense of which should be met by a state appropriation rather than from the retirement salary fund; therefore, be it further

Resolved, That the legislature be requested to provide an appropriation of at least ten thousand dollars for defraying the expenses of the investigating commission.

Refunds of erroneous salary deductions were granted, amounting to $154.

(Continued on page 9, column 1)

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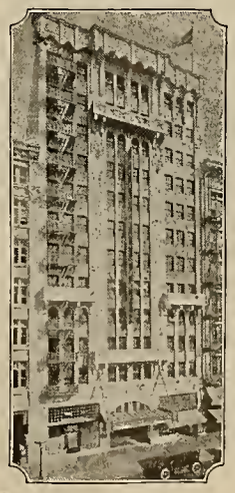

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AN EDUCATIONAL CRISIS

By Harr Wagner

The State of California is facing an educational crisis. Shall the state go forward and adopt a constitutional amendment providing for the election by the people of a State Board of Education that shall appoint the superintendent of public instruction, or shall we adopt an amendment providing for the appointment of a superintendent by a board of education appointed by the Governor? The latter will place California on a par with Southern States, that are backward educationally. It will make educational leadership subject to political control. Of course, we know that no matter which amendment is adopted politics will control more or less. The fundamental principle, however, is an educated, enlightened citizenship, and a campaign among the voters of all classes for the election of members of a State Board of Education would have a greater educational value than the campaign for Governor. Let us have our fights for local school trustees, for city boards of education, for the State Board of Education. In the final analysis we make progress in citizenship as we exercise the rights of citizenship.

MISS SWOPE'S SUMMER SCHOOL

One of California's leading educators, who is greatly interested in the work being accomplished by Miss Caroline Swope in her summer school, sent to us the following:

"Announcements of the sessions of Miss Caroline Swope's summer school are being received by the teachers. The Santa Cruz session opens June 29th and closes July 17th, the Long Beach session opens July 27th and closes August 14th. Again a group of eager teachers will come together to receive a unique course of educational service, and to discuss problems of their profession.

Miss Swope's school is one which meets the needs of all types of teachers — the young college or normal graduates, those who have become a bit rusty or doubtful, or feel that education has slipped a little past them, the experienced teachers seeking new ideas, and, in fact, all teachers, including principals, rural and special supervisors.

A glance at the list of instructors convinces at once that no stronger group could be assembled anywhere. The school has grown in influence from year to year until it is now felt in the most remote corners of this state as well as in others.

The best educational and modern school room practice is presented. Definite help is given in such a practical way that it carries over into actual teaching. Teachers return to their class rooms inspired to higher ideals and to deeper convictions of the teacher's opportunities and responsibilities.

It is difficult to conceive of a school so thoroughly adapted to a great need and so effective in meeting this need."

James Ferguson of Chico High School has been doing effective work for the Tenure Bill. He has made tenure a special study. His article in the March issue of this Journal has caused favorable comment in this state, and has been made the basis of arguments in other states where tenure laws are pending before the legislatures.

A TEACHER OF THE DESERT

David E. Martin, Alameda county superintendent of schools, has received an application for a teaching position in Alameda county, from a former teacher there, who had resigned and spent a year on the Mojave Desert. In her letter to Dr. Martin she tells something of her experiences on the desert:

"I cannot say that I have not enjoyed it here, because my experiences and adventures have been so varied that I sometimes feel almost like a walking geography. I have panned gold with a dry wash, dug salt from the vats, been underground a distance of 2500 feet in a silver mine, been to the top of Mt. Whitney and 210 feet below sea-level. These last two feats were performed within 108 miles of each other, and all in the course of a day.

"I have visited an oil-well, an oasis on this, the Mojave Desert, spent many hours in the castles of the famous Red Rock Canyon, picked wood from the Petrified Forests, and last, but not least, I have visited Death Valley.

"There seems to be something fascinating about the desert, but one has actually got to experience it all in order to appreciate it. Not the least of these beauties is the sunset. I think the sunrises and sunsets on the desert are the most beautiful I have ever seen, but in spite of all these things, I am anxious to get back to Alameda county next year." . . . .

E. MORRIS COX

E. Morris Cox, assistant superintendent of schools of Oakland, passed away March 16, 1925. He was the principal, organizer and promoter of the California Teachers' Association in its incorporated form. His work as an organizer was largely instrumental in making it a success, and the association became a type of other teachers' associations in various parts of the United States. Mr. Cox had a keen mind, and as superintendent of schools of Santa Rosa and San Rafael, and as assistant superintendent of Oakland, established a reputation for aggressiveness as a worker, and for personal integrity and devotion to educational principles from his point of view.

Memorial services were held in his honor at Theodore Roosevelt High School, Oakland. Superintendent Fred Hunter, Will C. Wood, David Martin, L. B. Avery, C. E. Keyes and others took part. The legislature passed memorial resolutions, and the Sierra Educational News in the April issue published special articles on his life and work.

"Calibrating Reading Material" is the title of an article writen by George C. Kyte, associate research director, California Curriculum Study, and former professor of education in the University of Missouri, appearing in the March issue of the Elementary School Journal, University of Chicago. The procedure followed in the scientific testing of the material in The Modern School Readers by Ruth Thompson and H. B. Wilson is the basis of the article and Mr. Kyte gives details and charts used in the testing of the material in which he took a prominent part.

KERN COUNTY TRUSTEES' INSTITUTE

The Kern County Trustees' Institute was held in Bakersfield on March 14 at the Emerson School with the largest attendance that has ever gathered for the occasion.

L. E. Chenoweth, county superintendent, had arranged an exceptionally fine program and a number of educators added to the value of the meeting with their talks. Mark Keppel, superintendent of Los Angeles county, spoke on "The School Situation"; A. R. Heron, assistant state superintendent of public instruction, spoke on the new budget and school laws; Ira Landis, superintendent of Riverside county, gave a very fine and witty address, "If I Were A School Trustee"; Mrs. Lennice Eyraud, Kern county art supervisor, spoke on the state and county fair; J. W. Byfield, Kern county attendance supervisor, spoke on school attendance, which now averages about 95 per cent in Kern county. Miss Alma Forker directed the Emerson School orchestra, which furnished music for the gathering. There were 250 trustees present and this represented schools from all over the county. In some cases interest was manifested by two trustees from one school being present.

Superintendent H. B. Wilson of Berkeley spent Easter week in Washington, D. C., and on the train there and back. He took an important part in the N. E. A. committee on "The Curriculum". His work on this committee is of national significance.

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One of the interesting and forceful educational addresses given recently in the Bay region was that of A. E. Montieth, superintendent of schools, Redwood City, before the local Kiwanis Club. His subject, "The Money Value of Education", was one that was most apropos and instructive to his listeners. His point, that investing in boys, who will be the business men of tomorrow, was well brought out.

In Glendale several members of the Rotary Club have issued a Boy Scouts of America Calendar. Members of that organization who sponsored the work are Roy L. Kent, president Roy L. Kent Co.; A. R. Eastman, president Glendale State Bank; Francis J. W. Henry, Sierra Club Beverage Company, Inc.; William Hunter, president Glendale Paint & Paper Company; J. I. Wernette, real estate.

(Continued from page 6)

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum

Nell Barraclough	Piedmont
Clay C. Childress	Mariposa
Irene Oldham Darnall	Hollywood
Margaret A. Dowd	Los Angeles
Keturah C. Getz	Los Angeles
Agnes Sullivan Graham	Oakland
Elizabeth N. Miller	Los Angeles
Fannie Meacham Pease	Santa Ana
Annie F. Perkins	San Francisco
Mrs. Florence A. D. Robbins	Pomona
Walter Harris Stone	Happy Camp
Merritt Roscoe Trace	San Jose

The board adjourned to meet at the Fairmont Hotel in San Francisco, July 20, 1925.

Respectfully submitted,

WILL C. WOOD, Executive Secretary.

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THE BOOKMAN'S PRAYER*

I pray Thee, O LORD, to give me a sense of my responsibilities. INCREASE my intelligence so that I may be able to know my books and not appear as a mutt both to the school folks and to my competitors. INCREASE my power of discrimination so that I may know when to talk and when to keep still. GIVE me a backbone of steel, the eyes of a hawk, and the legs of a jack rabbit. ENDOW me with energy, industry, and tactfulness. ENABLE me to be modest in success and cheerful in defeat.

I pray Thee, O LORD, to give Personal Attention to my Manager. BESTOW upon him imagination so that he may be able to put himself in my place. OF COURSE if he never was an agent he cannot do that, and in that case help him to use the general brains he is supposed to have and not be a blank fool. HELP HIM to lay in a store of enthusiasm and wisdom and sympathy, and teach him how to pass it out. AND, PLEASE, O LORD, help him in his understanding of applied arithmetic, so that he may not be a tight wad, but may realize what it costs to live; pay me properly for my service, and thus help to keep me honest and efficient.

AND, O LORD, if it should transpire that my boss is only an under boss and that the real boss is far away, please do something to the real one. SEND him abroad, or out west, or infect him with cross-word craze. QUIET him some way so that he will not feel it incumbent because of his position to adjudicate in situations beyond the confines of his experience and without first-hand knowledge of conditions.

THEN ONE OTHER THING, O LORD, before I forget it: I want to pray for the editor. You know, O LORD, it is hard enough to sell good books, and we agents ought not to be chargeable with the failure of freak books. Protect the editor against freaks. ENDOW him with power to tell a good author from a doubtful one; with foresight, that new books may come at opportune periods; with an open mind towards field reports of conditions and tendencies.

AND LAST, O LORD, we pray for the teachers. KEEP them from wandering after false gods. GIVE them discernment that they may distinguish between educational bunk and the true gospel of progress. AND ABOVE ALL, give them the ability to weigh textbook values and to look upon us as helpful friends.

ALL THIS we ask in the name of Horace Mann.

* The Bookman Prayer was not read but intoned in a most effective way by O. J. Layland, the Chicago representative of Ginn & Company at the Book Publishers' dinner in Cincinnati, Ohio, February 23. Mr. Layland is a poet of fine imaginative quality and in his reminiscences proved that a man may devote his life to promoting merits of school books and not become hard boiled.

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E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

OUR FRIDAY AFTERNOONS

By Norma V. Pierce

General Supervisor, Napa County.

Being confronted with the problem of getting the interest of boys, whose ages range from nine to sixteen years, I was led to making things of wood. Our equipment is so meager I cannot call our work manual training in the sense it is used in larger schools.

The first year we had no tools except two hammers and a saw and plenty of hardware boxes. Our work had to be such that it did not need planing, so they made a combination tool box, using old broom sticks for handles. The boys worked wherever they could find a place to hammer or saw.

Our next step was toys and by the use of sandpaper they were such a success that we painted them in gay colors and sawed up some more broom sticks for wheels. That was our first attempt and the exhibition was so good our trustees got us a work bench, more tools and made us feel we had their co-operation and help as fast as their limited finances would permit.

From such a start the boys have made many useful articles. Our boys made a tool-chest any young carpenter would be proud to own; others, shoe-blacking stands,, camp stools, boats, toy wagons, knife and fork boxes, anything they fancied. That is our way; each boy makes what he wants. With what patience they use the scrap lumber, that cracks and cracks again and not one boy gives up!

One boy, working on a radio set, made six ends before he got hold of a piece of wood that would not split; another made several pairs of wheels for his toy cannon before success met his efforts. The boys all show this trait of character and they are soon going to have the right kind of lumber.

Unconsciously they are character building and I know it will help them in their life's work. The toys will be forgotten, but the strength gained from their perseverance will grow.

I have learned much from them. Often the work seems like Friday, after a Friday of nothing but noise, making something out of nothing, the breaking of saw blades and the spilling of paint, but out of all the chaos comes an array of completed projects, a credit to the boys.

The work has given us a better understanding of each other and showed me much good in the children I never otherwise would have known.

Grape boxes or shooks have helped us greatly and the grapemen have often given us a bundle left after the season, for their use was over.

Our Friday afternoons are a noisy success and rainy weather the boys work just as many noons and recesses as they are allowed.

So with our wood-work and our baseball team we are a happy group and sometimes almost forget it is really school we are attending, as there is so little strict discipline necessary.

And my girls! They are just as busy sewing, painting and making what they like best, creating things useful and ornamental from coffee cans, crisco cans, tall jelly glasses, wall paper, etc., always ready to help the boys with the painting of their work when it needs a girl's patience, and they also play baseball. We had the girls' champion team for two years.

Thus we work and play and find that the "book learning" is so much easier.

(Continued from February issue)

ANOTHER PROBLEM

By Cecilia F. McCarthy

Another boy is now thirteen years old; entered class low fifth at twelve; then a repeater, and compelled to lose a whole semester between on account of poor health. He entered school at six years nine months and his record all through shows a heavy absence. Seven teachers have handled him to this entry.

A tall, pinched looking and high strung boy, poor heart action, is his description.

First, he had to be guided in avoiding stairs—I persuaded him to use the front ones on account of crowds. Next, he was with me about two days a week—the rest of the time he was at home, either lying down or loafing.

He was excused from school in accordance with the doctor's opinion. His mother admitted that she did not know what to do with him. As it appeared to me he could get more help from the nurse and school, I studied his case.

My first find was that he hated school because he couldn't do arithmetic, sing, etc.; but oh, how he smiled when I said, "write me a story." He loved outdoor stories with cowboys and forgot all about time. He heard no dismissal bells because his interest was enough. His best work was done alone; so he was not so different you see from an individual who writes stories or books. To make him happy in order to solve this boy's problem, I moved my desk to the back of the room and placed a table decorated with a big green blotter for his work. Now he reads, writes, does everything except sing, but in a different way. I help him with arithmetic, then allow other boys to give him help, and have no intention of making him miserable because he is not as far on as the others.

Has his attendance improved? Indeed it has. Recently he wrote a summary of Lincoln's life, which he gave before class in the auditorium. He told it completely in just so many lines, he called a poem. Of course it did not rhyme at all, but later I showed him the difference between a poem and a review. He grasped it and since has offered his latest poems, which you may read.

(Continued from February issue)

The Ranger's Creed

I longed to be in the Lone Star State,
In Texas, the great open space;

Where guns are toys and men are men
And the law is unknown to hundreds of them

In the Sandy Bar saloon
Where the gun fights start too soon;

In the saloons' gambling dens
The sky's the limit to the poker men;

And out in the burning desert
Where buzzards own all;

That's the Golden State—the Lone Star State,
Texas—it beats 'em all.

By Abbondio Andreani,
1209 Masonic Ave., Berkeley, Cal.

In the Bad-Lands of Wyoming

In the Bad-Lands of Wyoming
Where the cattle are a-roaming
And the cowmen are a riding
Their pintos high and wide,
'Tis the place for a He-man.
I have known all men as some of you,
But none so rare as can compare
With the He-men—the men in buckskin,
In the Bad-Lands of Wyoming.

By Abbondio Andreani,
1209 Masonic Ave., Berkeley, Cal.
Abondio Andreani
Prize Winner

The Texas Terror

(From Oakland Tribune)

In a little town of Cactusville, Texas, there lived a young cowboy named Dan Slattery. He was better known as the Texas Terror. Some people thought he did not deserve it, but he did. One day as Dan rode into town he saw a sign in front of the sheriff's office that read: "One thousand dollars reward for the capture of Bullock—Tony." That afternoon as Dan was riding through the forest he chanced to ride by an old cave, when all of a sudden he heard someone whisper: "When are we going to rob the Mad Dog Cafe?" Dan then dismounted from his horse and crept slowly into the cave. He then heard another voice that sounded like the leader's saying: "At 10 sharp tonight." Dan slowly crept out and mounted his horse. Then he rode like the wind toward town. He reached the cafe at 9:30. He then hid behind the counter. At 5 minutes to 10 Bullock Tony and some of his men came in and ordered some drinks.

At 10 a loud rap came from the back door. The owner went to the door and opened it. He was surprised to see a masked man pointing a gun at him. The masked man came in and searched everybody and took all their money. Just as he was about to leave Dan shot up from behind the counter and said, "Hands up!" Tony and his gang obeyed. He took them to jail. The sheriff handed him the reward, but he would not take it. He said: "I did not capture them for the reward; I captured them to free our country." After that the people knew that he deserved the name of the Texas Terror.

By Abbondio Andreani,

Why I Like to Write Stories

People ask me why I like to write stories and what good it does me.

Reading and writing helps me in many ways. Spelling, for instance, helps me learn the words and furthermore I like the great outdoor life. A few years ago in Richmond, I met a cowboy friend named Dick Taylor.

He was visiting his family.

He taught me to lasso and other useful things about the West.

Ever since I met him I feel that some day I'll be able to write stories for a living.

Miss McCarthy, my teacher, lets me write in music period. I wrote many stories and poems which I have sent to the Oakland Tribune and the Post-Enquirer. Some have been published and I was awarded first prize a few times.

I think it is one of the very best things to do and I would advise every boy or girl to start in now, because you may have to depend on it to make a living.

Abbondio Andreani,
1209 Masonic Ave., Berkeley, Cal.

MUSIC

Miss McCarthy's room in Franklin School, Berkeley, has a Music Club. We have a class of nine girls. Some of the girls take piano lessons,

while some boys and girls take violin lessons. Mrs. Ciancurula is a second grade teacher. She gives us the chance to learn to play different instruments. Before and after school her time is ours and it is free.

We have found out that it is nice to study music. One of the girls in our club sent to New Jersey and get some pictures of great musicians. They are beautifully colored prints.

We are going to make a music book for Miss Hartley, our music teacher. We know the three kinds of instruments—the wind, the string, and the percussion. We love to hear the fairy stories about the instruments. We have regular music seats, and five chairs for chorus and daily work.

We have a radio in our room. Every Monday morning we hear the State concerts given under the direction of Mrs. Grace C. Stanley. At other times we catch fine concerts, because we know when to expect them. We invite other rooms in and often we have had one hundred and fifty children listening. It is easy to haul in chairs from the auditorium. Even the Kindergarten had its turn and we carried up their little chairs.

We love to hear the stories of the great rivers of the world over the radio. The Old Man of the River always makes funny musical sounds.

WESTERN SCHOOL NEWS

J. A. Riatt, who has been connected with the Paso Robles school system for the past two years, has been elected superintendent of schools. This office was recently left vacant by the resignation of Wallace Emerson. Emerson has been superintendent of Paso Robles schools for two years and during his short period he did much for the school system. Riatt, who before coming to Paso Robles was superintendent of Calexico schools, has been asked by the Board of Education to make a report upon the school system so that additional plans for growth may be made. Emerson has not announced his future plans.

Turlock has voted $38,000 to be spent immediately upon the enlargement of its school system.

One of the interesting reports of the N. E. A. meeting in Cincinnati, which was held recently, was brought to California by Walter L. Bachrodt, superintendent of the San Jose schools. Bachrodt visited schools in Cincinnati, Tucson, San Antonio, New Orleans, Indianapolis, Chicago and Omaha. He was particularly interested in the platoon system as carried out in some of the eastern cities and in the junior high school work.

W. E. Wiley, superintendent of the Lodi schools, succeeding J. W. Overturf, who has gone to Sacramento as assistant superintendent of schools, takes up his new work with a good record of former achievement behind him. He was superintendent of schools in Dallas, Oregon and in Moscow, Indiana, before coming to California. Recently he has been taking graduate work at Stanford University and teaching part-time work at the San Jose Teachers' College.

Manteca has voted a school bond issue of $60,000. The school trustees are to purchase a site and begin building a ten-room structure immediately.

E. R. Utter, principal of the Modesto High School, has been elected president of the Stanislaus County Teachers' Association. Two hundred teachers attended the meeting. Other officers elected were: Walter White, Ceres, vice-president; Mrs. W. D. Moorhead, Modesto, secretary-treasurer. The executive committee is as follows: Andrew Hill, Empire; E. P. Halley, Patterson; A. G. Elmore, Modesto; C. F. Nichols, Turlock. Miss Della Heiser of Turlock was the retiring president.

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Pescadero recently voted $40,000 for a new union high school. Work on the building is to begin in the near future.

One of the summer sessions held for California teachers which promises to be interesting and helpful and which is located in an ideal situation is that to be held at Pomona College, Claremont. in Southern California, June 22-July 31. In commenting upon the summer's prospects for teachers, William S. Ament says: "I feel certain that our living accommodations are unusually excellent and reasonably priced, and that the opportunities for drama, practice teaching and public school music are unusually fine."

The Bakersfield Chapter, Daughters of the American Revolution, have offered a prize of five dollars to the pupil showing the best record in American history, according to L. E. Chenoweth, Kern county superintendent of schools. A similar prize was awarded a pupil of the Norris School last year. This yearly event encourages keen rivalry and it is said that so many good records were made last year that it was difficult to choose the prize winner.

Library diplomas will be distributed again this year to students in Kern county who read and reported upon six good books before the close of the school term.

As a method of checking work in the various schools and ascertaining the standing of each, school people will be interested in this from L. E. Chenoweth, superintendent of schools of Kern county: "Today I have been very busy making up my new war map. At least it looks like a war map because it shows the advancing line of education in the war on ignorance. Colored dots and little pins mark the schools in all parts of the county and each pin depending upon its color tells the story; for instance, nineteen pins of bluest blue showing that certain schools are Superior-Standard and twelve are red with a saucy green dot showing the Standard schools. What we are hoping for is that in June the map will be fully dotted with blue and red pins showing that the same schools and many other schools have once again achieved the honor of being Standard or Superior-Standard. There is still plenty of time and I am greatly pleased over the progress which has already been made."

Miss Nileta Franklin of the Lodi elementary schools has returned from a course in the school of Mrs. Marietta Johnson, Fairhope, Alabama, and from visiting and observing methods in other famous schools in the country. At a recent meeting of the Elementary Teachers' Association of Lodi, Miss Franklin told of her studies and observations on her tour. Miss Franklin had been appointed to take this tour by the Lodi superintendent and board of trustees.

As the Oroville High School has doubled in attendance during the last seven years plans must be made for enlargement, according to Principal J. B. Hughes. Large attendance is reported for the night school sessions.

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HIGH SCHOOL PRINCIPALS' CONVENTION

By Wm. M. Culp

The eleventh annual Principals' Convention of the State of California was held in Santa Barbara, April 6-10, under the direction of Commissioner A. C. Olney.

A crowd estimated at a thousand attended the convention.

It was a real Easter week that the high school principals spent at Santa Barbara. The ushering in of the week's activities was most auspicious, as the members had come to Santa Barbara from every corner of the state, through one of the most general rainstorms of the season, which had banished the fear of severe drought from Central and Southern California.

Santa Barbara had just received the few days previous to the convention's opening 4.32 inches of rain. Consequently the natural April beauty of Santa Barbara was at its best. The leaves were green, the Cherokee roses were in bloom, the sun climbed out of the blue waters of the Pacific and set on the oak-clad hills in the background, the Santa Barbara islands lay in mist off the mainland, the Old Mission was beautiful in its finest simplicity, and the school men and women caught a glimpse of why Santa Barbara is famed in history and story.

Santa Barbara proved a genial host due to the efforts of the citizens, Principal Homer Martin of the high school, Eldon Ford, assistant superintendent of schools, and Superintendent of Schools Paul E. Stewart. Very effectively the visitors were made to feel that the old Spanish hospitality was still the pervading spirit of Santa Barbara.

The meetings of the week were held in the new high school plant recently contructed at a cost of near $500,000. The landscaping of the grounds is now in progress, but the comment on the plant, its site, its bowl, was of the highest.

Commissioner Olney in his opening address sketched the problems facing modern high schools and called for a closer co-operation between senior and junior high schools. He demanded that high school men teach subject matter that would hold the student's interest instead of trying to make students conform to old educational standards.

Will C. Wood, state superintendent of public instruction of the State of California, was given a tremendous ovation on account of his remaining as superintendent of California instead of accepting the offer by a similar position in Pennsylvania. In his address he advocated that students should spend half the time in specialization and the other half in studies outside their main line. English, social science and a year of other sciences should be required as essentials, according to Mr. Wood.

Dr. William Conger Morgan, University of California, Southern Branch, in his address on "Science Humanized and Dehumanized" gave one of the best talks of the convention.

An interesting music feature was the presentation of Spanish California folk songs by Spanish grammar school students. The students were led by Miss Mary Overman, supervisor of music of Santa Barbara city schools. Students of the junior high were also heard in Spanish songs. They were led by Miss Olivia Pacheco.

H. O. Welty of Oakland in his reply to the address of welcome made an eloquent and witty response.

Homer Martin, principal of Santa Barbara High School, gave a talk on "Extending the Horizon of High School Students", in which he outlined a current experiment now being carried out in the Santa Barbara High School in popular courses.

Mrs. E. W. Hauck of Reedley was heard in several beautiful songs.

"Education and Research" was the subject of an address by Dr. Jas. A. Blaisdell, president of Pomona College.

Dr. Virgil E. Dickson, Oakland, talked on "Individual Differences and Character Development in High School".

"The Junior College in California" was the topic presented by Wm. F. Ewing, principal of the Pasadena High School.

Dr. Wm. M. Proctor, Stanford University, talked on "High School Achievement as a Basis for Predicting University Success".

Chairmen of the general sessions were: Commissioner A. C. Olney, A. C. Argo, Redwood City; C. H. Covell, Claremont; Clyde P. Finger, Oakland.

"The Teachers' Retirement Salary Fund" was the subject for remarks by Hon. E. P. Clarke, president of the State Board of Education.

Forrest V. Routt, Alhambra, was the vociferous song leader of the convention.

Hon. Geo. C. Pardee, Oakland, spoke on "California and Forest Fires".

The Happy Isles Quartet, consisting of Geo. A. Bond, Roy Learned, Forrest V. Routt and Maurice Rowell, were heard in several selections.

During the week there were twelve section meetings held, at which there were forty-two speakers and forty-two different topics of discussion.

The twelve section groups were: Junior high school, Albert S. Cotton, Oakland, chairman; Senior high school (city), Glen O. Perkins, San Diego, chairman; Senior high school (rural), W. H. Weslar, Crockett, chairman; Junior college, A. A. Bowbray, Jr., Santa Maria, chairman; Vocational and part-time group, Walter B. Crane, Los Angeles, chairman; Evening high school group, Miss Ethel Richardson, assistant state superintendent of schools, chairman; English group, F. H. Boren, Oakland, chairman; Social science group, James Davis, Hollister, chairman; Science and mathematics, B. S. Millikan, Covina, chairman; Foreign language, Carl N. Vance, Brawley, chairman; Special subjects, Geo. M. Green, Inglewood, chairman.

Twelve luncheons, dinners and teas were also on the program.

Hotel Arlington and Hotel Carrillo were the two hotels at which the majority of the principals congregated.

Golf was partaken of by many on the various links around about Santa Barbara.

Bookmen were also among those present in goodly numbers; of such were: A. A. Belford, Charles Beers, Ralph Works, Rand McNally; Ted Morehouse, Jr., John Beers, W. M. Kobler, Macmillan; Selden Smith, E. F. Burrill, H. A. Linscott, Ginn & Co.; C. W. Roadman, Sanborn; Thomas P. Horn, Merrill; R. E. Laidlaw, Laidlaw Bros.; John Osborn, Silver-Burdette; Mrs. F. E. Raymond, Miss Elizabeth S. Adams, Gregg; H. H. Hall, Milton Bradley; A. B. Zu Tavern, Southwest Publishing Co.; F. B. Reeves, Henry Holt; C. C. Loomis, R. H. Loomis, Houghton-Mifflin; Messrs. Baker and Bevis, Scribners; G. H. Chilcotte, Geo. K. Babcock, E. W. Hawey, D. C. Heath; Bernard Hemp, R. C. Hamilton, A. H. Morosco, Allyn & Bacon; Mr. Jones, World Book Co.; J. W. Spangler, Compton; W. M. Culp, Harr Wagner, Putnam and Blakiston Companies.

Archie Cloud, assistant superintendent of San Francisco schools, was in attendance at the Principals' Convention.

Some of the county superintendents of schools present at the convention were: Mark Keppel, Los Angeles; Miss Ada York, San Diego; Mrs. Minnie M. Gray, Sutter; Miss Louise Clark, Sonoma.

SACRAMENTO ELEMENTARY SCHOOLS

The following data concerning the distribution of elementary children in the Sacramento public schools on the basis of chronological age, shows a better distribution than is generally found. This is especially true regarding retardation.

Accelerated	4.85 per cent
Normal	73.67 per cent
Retarded	21.48 per cent

The "companion class plan" is the type of organization up to and including the fifth grade. The fact that retardation is low is good evidence that the type of organization used is a large factor in reducing retardation. Chas. C. Hughes is superintendent of the schools of Sacramento and J. R. Overturf his newly appointed assistant.

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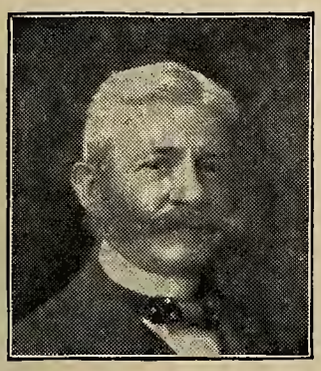

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Milton Bradley has secured the services of H. H. Hall as a traveler on the Pacific Coast. Mr. Hall will work out of the San Francisco office. For the last four years Mr. Hall has worked out of Chicago for Houghton-Mifflin & Co.

Mrs. Julia G. Babcock has moved her book store to more congenial quarters at 1711 Eighteenth street, Bakersfield.

Charles Carrigan has been promoted to the principalship of the Jefferson Evening High School. Mr. Carrigan for years was principal of the Burbank High School.

Charles E. Teach, superintendent of Bakersfield city schools, has just won a bond issue for $300,000. The vote was close and Mr. Teach claims the success was due to the fact of unanimous co-operation of the business men and the organizations in Bakersfield.

This bond issue makes a total of $825,000 that Mr. Teach has raised during the seven years he has been in Bakersfield. Additions will be made at the Emerson, William Penn and McKinley schools, the Hawthorne building will be completed, more classrooms are to be added at the Lincoln school, one new school is to be built in the Alta Vista section.

Mrs. Susan Dorsey, superintendent of Los Angeles city schools, has recently moved her executive departments into new quarters in the new L. A. Chamber of Commerce building, Twelfth and Broadway, Los Angeles.

Two new school sites and additions and improvements to present buildings are made possible now in Redwood City by the voting of $90,000 for school purposes. A. E. Monteith is superintendent of Redwood city schools.

A two-story, eight-room frame building, the first unit of a high school group, is to be constructed in the near future in Portola, Plumas county.

George I. Linn, principal of the Manteca High School, who makes a special study of simplifying records and making them comprehensive and serviceable, has just perfected a permanent record card which will be used in the local schools, and perhaps in other schools. The card, which is for filing, will preserve data in accurate, neat and concise form and will always be handy for rapid future reference. It is designed to meet the demand for such records in any high schol in any state.

Yuba City has been chosen for the fall convention of the Sacramento Valley section of the California Teachers' Association. The meeting will be held in October. Speakers at the recent meeting held in Orland included: William Morrison of Marysville, president; C. C. Russell, Yuba City; Prof. G. L. Jessup of Elk Grove and T. J. Roseman of the Gridley High School.

Waugh School District, Petaluma, Sonoma county, has voted bonds of $10,000 to finance erection of a new school building to replace the present structure.

R. M. Killion, principal of the Lankershim High School, has announced that the $400,000 unit of the new high school will be ready for occupancy in the fall of 1926. It is expected that there will be an enrollment of some 500 students. At the present time many of the students are forced to attend the Hollywood and Van Nuys high schools.

B. R. Morris has arrived in Los Angeles, where he will open a Pacific Coast office for the Row, Peterson Publishing Company of Chicago. This is the first time that the Chicago company has been stationed in the West and the introduction of new sets of textbooks for schools will awaken considerable interest among teachers and school heads. Headquarters of Mr. Morris will be at 657 Lillian Way, Los Angeles. The new representative was formerly connected with the Chicago office of the Houghton-Mifflin Company. He is a native of Riverside and has done some adoption work in Oregon.

Pacific school district, Davenport, Santa Cruz county, has voted $20,000 for a new school building.

The C. T. A. State Council re-elected Mark Keppel chairman and Arthur Chamberlain as secretary. The Council also voted life membership in the N. E. A. to Mark Keppel and Hon. Will C. Wood. Archie Cloud retires from the executive committee of the C. T. A. after ten years of active and efficient service.

"Improving Silent Reading" is the name of an article appearing in the February issue of the Educational Research Bulletin, written by Francis I. Dearborn of the Los Angeles city schools. Miss Dearborn is connected with the department of the course of study.

Plans for the $300,000 auditorium and administration building of the Compton Union High School have been completed. The auditorium will have a seating capacity of 1800.

Archie Cloud, deputy superintendent of schools of San Francisco, will give two courses of lectures in the State Teachers' College, San Francisco, this year.

The Atlantic Monthly Press, Inc.—the book publishing department of the Atlantic Monthly Company—and Little, Brown & Company, the oldest book publishing firm in Boston, have associated so that all books hitherto issued by the Atlantic Monthly Press will be published in the future by Little, Brown & Company, under the trademark, "Atlantic Monthly Press Publications". The Atlantic Monthly Press will continue its editorial work upon books that are to be published, but the processes of manufacture and distribution will be handled by Little, Brown & Company.

MISS SWOPE'S SUMMER SCHOOL

MISS CAROLINE SWOPE announces her Summer School. Miss Swope is giving an excellent program and has secured a very able faculty. Each is a leader in the field which he or she represents.

There will be two sessions, one at Santa Cruz, California, from June 29th to July 17th, the other at Long Beach, California, from July 27th to August 14th.

This school meets the needs of the elementary teacher.

For further information write to Miss Coroline Swope.

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SOUTH SAN FRANCISCO SCHOOL BONDS

By Morris Wagner

Early in January South San Francisco undertook to vote School Bonds. Money was greatly needed. The largest grammar school building was in bad condition, overcrowded, old and inconvenient. The high school, which had taken over the seventh and eighth grades and formed a junior high, was crowded to the doors.

The school attendance in South San Francisco has increased 25 per cent in the last ten years. At present about fifty new homes are being put up and more than sixty families have made application for housing facilities which cannot be supplied.

In spite of this situation there was organized opposition to the bonds, which were being made a political issue. Definite statements of the condition and needs of the schools, together with the plan for spending the money, seemed to make no impression on the opposition. Finally the school children undertook some last minute tactics. They worked like beavers, making a great number of banners with very effective and appealing slogans. Children from the first to the sixth grade, 776 in all, took part. The bonds carried eighteen to one and everybody felt the success was due to the children's parade.

A. C. Kleemeyer is superintendent of the South San Francisco schools, and together with Guy Roney, principal of the high school, worked hard to overcome the opposition and is justly proud of the results. He will have $120,000 for the construction of a new twelve-room grammar school and auditorium. Two new rooms will be added to the Martin school and a fine piece of land has been chosen and will be purchased for a future school site.

Guy Roney, who built up a splendid high school in the Half Moon Bay district and who was appointed last year to the principalship of South San Francisco High and Junior High, gets by this bond issue $54,000 for the improvement of the high school. The interior of the present building is to be remodeled and a clock system installed. The present gymnasium is to be made into two class rooms. A mechanical arts building will be erected, which will contain very fine shops, mechanical drawing, etc. The new building will include the new gymnasium.

Both Mr. Kleemeyer and Mr. Roney have thrown themselves heartily into enlarging the schools, and with the steady development of the town expect to build up increasingly fine schools and maintain the high standard set by Mr. L. M. Adams, who was high school principal and superintendent both for several years.

Mr. Roney in coming to South San Francisco from Half Moon Bay took Mr. Adams' place in the high school when the latter was appointed superintendent of Burlingame last fall. Mr. Adams, although a high school man, has kept in close touch with the elementary schools from the standpoint of curricula as well as administration. He has made a special study of reading, writing his thesis on silent reading. When the vacancy occurred in Burlingame the trustees were delighted to secure Mr. Adams as superintendent.

Monterey county under Superintendent Jas. G. Force has been carrying on a campaign for better care of the eyes in the rural schools. Dr. Walter M. Fields, optometrist, has been sent out to examine the eyes of the children in the rural schools and turns in his reports to the county superintendent's office. Personal letters are then written to the parents of the children whose eyes were found to be defective. The parents have responded and Mr. Force believes that real good is being accomplished and the efficiency of the schools increased. A music contest and famous painting contest are to be held in Monterey county this spring.

Mr. D. E. Clark, city superintendent of the Templeton elementary schools and principal of the high school, is now in his third year in California. Before coming to California he was city superintendent and high school principal in Idaho Springs, Colorado. Mr. Clark took his university training at Drake University, Des Moines, and his M. A. at Boulder University, Colorado, with further work at Columbia. He is an enthusiastic supporter of the California school system. The Templeton high school secured additional ground for an enlarged athletic field this year and are putting up a new gymnasium building. This gives them the largest athletic field in San Luis Obispo county.

I. R. Abbott, who was district superintendent of the Livermore grammar schools in 1924, is now principal of the Campbell Union grammar school. This school takes in four districts and is one of the largest and most beautiful of Santa Clara county's many new and beautiful schools. Mr. Abbott is a graduate of the University of Nebraska and was city superintendent of schools in Gretna and Papillion before coming to California. Mr. Abbott is teaching manual training in the seventh and eighth grades himself and is building up a very fine department.

ASSISTANT IN KINDERGARTEN EDUCATION

Receipt of applications for assistant in kindergarten education will close May 12. The examination is to fill a vacancy in the Bureau of Education, Department of the Interior, and vacancies in positions requiring similar qualifications, at an entrance salary of $2,400 a year. Advancement in pay may be made without change in assignment up to $3,000 a year. Promotion to higher grades may be made in accordance with the civil service rules.

The duties are to make, under general direction, investigation regarding kindergarten education and to prepare the results of the same for publication; to furnish information to persons interested in any phase of the subject; to make critical studies of kindergarten methods; to make surveys of schools for the training of kindergarten teachers; to promote the establishment of kindergarten schools; to attend educational meetings and to aid kindergarten education in every way possible; and to perform other related duties as required.

Competitors will not be required to report for examination at any place, but will be rated on their education and experience, and a thesis to be filed with the application.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the Board of U. S. Civil-Service Examiners at the postoffice or customhouse in any city.

David E. Martin, Alameda county superintendent of schools, has announced May 2 as the date for the regular semi-annual teachers' examination for the elementary certificate. Examination will be held at the Oakland High School, beginning at 9 a. m., and a fee of $2.00 is required. County Board of Education examinations on the provisions and principles of the United States Constitution on the same date and on June 20 at the same place will be held.

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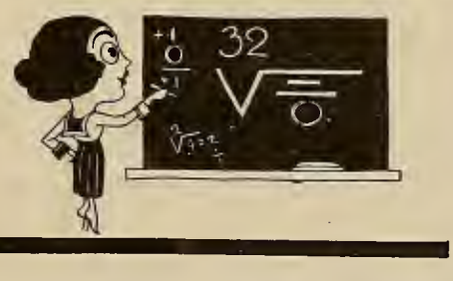
H. C. Johnson, superintendent of the San Diego city schools, is hopeful that San Diego may be one of the locations chosen for one of the ten $1,000,000 homes for retired teachers, according to a report he brought to California upon his return from the N. E. A. convention held in Cincinnati recently. The N. E. A. is back of a movement to raise $10,000,000 to be spent on such institutions to be built in ten different locations in the United States.

Probability that the co-operative plan of education now in effect in Cincinnati will be installed in the Long Beach school to replace the present part-time system was indicated recently when the matter was discussed by the Long Beach Board of Education following the resume of Superintendent W. L. Stephen upon his return from the N. E. A. meeting in Cincinnati. The co-operative system by which students of the junior and senior classes of high school are permitted to attend two weeks each month and to work in industrial plants the other two weeks, is proving successful, Mr. Stephens stated. This plan would enable students to earn enough money to pay for their education and it would so equip them that they would be able to secure employment as journeymen in whatever line of industrial endeavor they have followed during their two years in co-operative school.

Frank A. Forderhase, principal of the Redding grammar schools, has started the "two-track system" in his schools. The idea behind the new system is to allow the brighter and more energetic pupils to go ahead as fast as they seem able, keeping the slower ones in the "regular track" finishing at the usual time. In getting out of the eighth grade a year ahead, the pupil has saved one year in time and expense. No pupil, under this system, is held back on account of a slower class. In dividing the class, sometimes it is the pupil's desire to go ahead and sometimes it is the teacher's judgment of his ability that wins him his place.

Plans for the proposed gallery for the Stockton High School auditorium have been accepted by the city superintendent of schools, Ansel S. Williams, and by the Board of Education. The present auditorium has a seating capacity of 750 persons. This capacity will be enlarged to about 2400 persons. Construction will be begun in the summer, it is announced.



VACATION TIME

is nearly here. The semester is practically over. A few more weeks, final exams, and then "Good-byes" until fall.

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Having proved a success since its initiation a few years ago, the student body government at the Emerson School, where Mrs. June M. Schley is principal, in Bakersfield, is still forging ahead and registering excellent results. At a recent election the Australian ballot system was used. Ballots were printed and each room was a precinct. Primary election was held in each class-room and then followed the general election, at which there was a 100 per cent vote cast. The Emerson School publishes a school paper, The Emersonian, and it is one of the strong advocates of school savings. C. E. Teach is Bakersfield city superintendent of schools.

J. O. Gossett, principal of the Benicia High School, in boosting for school bonds, introduced five high school boys as speakers in behalf of the issue, between the acts of an operetta given in Benicia recently.

INTERNATIONAL KINDERGARTEN CONVENTION

The International Kindergarten Union Convention is to be held in Los Angeles July 8-11 and committees have been appointed in the southern city to greet and entertain the visitors. Miss Madeline Veverka is California hostess committee and is planning many excursions of interest. Miss Ethel I. Salisbury will have charge of the exhibitions which will be arranged in two classes—educational and commercial. The latter will deal only with equipment and paraphernalia utilized in kindergarten and primary work. Miss Bessie Stoddard of Los Angeles is chairman of the foreign relations committee. Miss Ada Mae Brooks is chairman of transportation for the convention and has arranged for a stop at the Grand Canyon and for luncheon at the Mission Inn, Riverside, while the delegates are en route to Los Angeles. Arrangements are being made to keep some of the kindergartens open so that visitors may observe the types of work.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

BLACK CATS, HORSE SHOES, AND FRIDAY THE THIRTEENTH

The annual meeting of the Fourth District of the California Library Association was held at Madera on Friday the thirteenth of March, and was attended by more than one hundred librarians and their friends. Miss Blanche Galloway, librarian of the Madera County Free Library and president of the Fourth District was a delightful hostess. The sessions were held in the library in the morning and at the Woman's Club in the afternoon.

The visitors were welcomed, at the recent morning session, by Supervisor S. G. Owens, who was introduced as a successful grower of peaches, and a supervisor who was deeply interested in the growth of the library as well. Mr. Owens outlined the development of the library from its beginning in 1911, with Miss Clara C. Field as librarian, to the present time with its fine building and its loyal and efficient staff, with Miss Galloway as librarian.

Miss Viola Brainard, in "Speaking Out My Eastern Mind", gave a charmingly enthusiastic picture of her impressions of the county library system of California. She paid high tribute to the service which sends books and magazines to the remotest corners of the state, and cited instances of books which in some of the large eastern libraries are kept for reference use only, being sent to an engineer in the mountains upon his request. She was deeply impressed by the fact that this man could take out the books which the resident of the great city could only use at the library. She was pleased also with the service given to the students taking correspondence courses. What delighted her most was that in California the books were not under glass nor behind locked doors, but available to anyone desiring them. As she so aptly expressed it, "In California anybody can 'tune in'." So pleased has she become with the system that she has remained to work in one of the libraries. She said she "was born in the Middle West, studied in the East, traveled in the South, and then came West to discover the county library."

Mr. H. O. Parkinson, president of the California Library Association, gave an address on "Co-operating with the University Extension", in regard to adult education. He said that out of every twenty-five pupils enrolled only ten finish the eighth grade and but two enter high school. With his subtle humor he told how one young woman had expressed regret because she had been obliged to give up her education on account of marriage. As a result of conferences between Mr. Carlton B. Joeckel of the executive committee of the C. L. A. and Prof. Leon J. Richardson of the extension division of the University of California, a list of subjects along cultural lines has been submitted, and courses of reading will be prepared, not for general indiscriminate distribution, but to fit the needs of the individual reader. This plan will in no way duplicate the present work of the extension division. There will be no examinations, and presumably no credit will be given for the completion of the courses. The work is to be financed by the libraries of the state on a service basis.

Mr. Parkinson also told of some of the plans for the meeting of the C. L. A. at Eureka, June 27th to July 1st, the meeting of the county librarians being held on Saturday the 27th. Plans for entertainment include a drive to the coast, a "back to the woods" trip to view the great redwoods, a visit to the State Teachers' College at Arcata, as well as an unusual opportunity, so he said, to make the acquaintance of "the splinter cat".

Miss Jane Baumler, of Gaylord Brothers Company, Syracuse, gave a delightful talk on her experiences in "Mending California". While modestly disclaiming the fact of repairing so large a territory, she told us how her adult education had been rounded out by the sight of great peach orchards in bloom upon her arrival from the East, and the golden glory of the poppy fields and exquisite beauty of wide stretches of "baby blue eyes". She said, "Your stage drivers are the most courteous in the world, your conductors will stop trains when they find a passenger who is due in Stockton actually headed toward Salt Lake."

Luncheon was served on this lucky thirteenth in the lovely park across from the library by one of the woman's organizations of Madera. The tables were decorated with black cats, golden horseshoes, and dainty place cards. Even the luncheon hour was utilized for library ends, for the librarians were grouped for round-table discussions, children's librarians at one table, cataloguers at another, the loan desk department, the branch department, reference department, the school department, and custodians, each at tables presided over by a hostess who led in the informal discussions while the delicious luncheon was being served.

The afternoon program was opened with a group of old-time songs, by Mrs. H. H. Loomis and Mrs. L. E. Edgerly, accompanied on the violin by Miss Virginia Short and by Mr. Paul Sheldon at the piano. "Love's old sweet song", "Fiddle and I" and other selections gave the session a fine start off and put the audience into the proper frame of mind to listen to the "Yarns" of "Bill" Adams, as he persists in calling himself despite the desire of cataloguers to record in dual and dignified form his real forename. Mr. Adams said he did not know what to say, nor what would interest us, and stood there before us for a moment in his easy attitude and then lifting his eyes toward the ceiling told us how he became a sailor and carried us away with him to look from the rolling deck of the old sailing vessel into the masts and sails and watch the young sailor as he climbed upward and was swung from side to side out over the water all unconscious of the swaying and the danger. He talked to us of "duty" as seen by the sailor, "duty" which makes captain and men stand by the ship in trouble, which seals the lips when one of them discovers that the ship is on fire and must be got safely to land somehow or other. Then he read some of his delightful poems of the sea. When he sat down he was so warmly applauded that he arose, saying that he had nothing else except a poem which would take too long to read, but the audience demanded it, and he read his poem of a burning ship at sea. Its closing words, "Holy, holy, holy", left

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a hush upon his hearers that was hard to dispel.

Mr. Milton J. Ferguson, state librarian, was warmly greeted as he was called upon to tell of "Recent developments in the A. L. A." He spoke particularly of the work of the League of Library Commissions, and of the fund given to it by the Carnegie Corporation because the work was being done in such business-like fashion. (Incidentally, we learn that the gift was made in case Mr. Ferguson remained as president of the League.) The sum, $50,000, is to cover a period of three years and is to be used for purposes of demonstration in some state or states where library work has not been highly developed. It will be shown by this method what can be accomplished by the establishment of adequate library facilities.

Miss Ellen Yoder, children's librarian of Tulare County Free Library, told two stories which were greatly enjoyed—"Barring the Door" and "The Elephant's Child".

Dr. Hubert Phillips of the Fresno State Normal School gave an awakening address on "Present European Conditions". Beginning with the statement that the great war was a throw-back to primitive times, he raised again the question, "What were really the causes of the war?" and said that we must re-appraise our concepts of the war and its causes, of the Russian revolution, of the German revolution, of Poincare. He characterized the Treaty of Versailles as the most vindictive treaty since Rome destroyed Carthage. Dr. Phillips gave us much food for thought and stirred our minds to read and investigate source material on this great subject.

LIBRARY NOTES

The meeting of the Second District of the C. L. A. was held at San Jose on Saturday, March the 28th, with Miss Florence Wheaton, president of the district, presiding. The sessions were held in the Teachers' College, and the writer regrets that it was not possible for her to be present, for the program was most inviting. The delegates were welcomed by the city manager, Mr. C. B. Goodwin. Mr. Parkinson and Mr. Ferguson were both on the program, as was also Miss Margaret V. Girdner. librarian of the Palo Alto Union High School. Chaplain Howard, whom librarians delight to meet, spoke on "Libraries on the Sea." (This reminds us of those books we are going to hunt up and give to the sailors, this month.) The afternoon was devoted to a literary program opened by a group of songs by Miss Viola Powell of the San Jose Teachers' College. Miss Virginia Sanderson, of the same college, read selections from her charming volume entitled, "Pot Pourri". Mrs. Paul Clark, a member of "Penwomen", gave a travel talk on "India". Mrs. Edith Daley, librarian of the San Jose Public Library, read some of her poems from the volume, "The Angel In the Sun". Dr. Henry Mead Bland, of the San Jose Teachers' College, presented poems from his "Sierran Pan, and Other Poems". It is said that one of the very pleasant features of the day was the "tea" served at the County Free Library by Miss Huntington and her staff.

The McKittrick Branch of the Kern Country Free Library formally opened its new building with appropriate ex- with appropriate ex- ercises on March the 21st. The library has been in actual use for some weeks, but the customary ceremonies were deferred until this date. The building is constructed of brick with a tile roof at a cost of $6,000, and is equipped with Library Bureau shelving and furniture costing $2,500. The program was presented by Miss Hattie E. Bell, the custodian of the branch. There was music by the band as well as vocal and piano selections. The Boy Scouts gave the salute to the flag. Mr. James I. Wagy, chairman of the Board of Supervisors, was present and gave a fine address, and Mr. Stanley Abel, supervisor from the Fourth District, gave a characteristic address, brief and to the point, urging the people to make us f all the facilities of the library, and to wear out the books and get more from headquarters. The county librarian was present and spoke of the excellent work done by the local library committee, formed voluntarily for the purpose of assisting the county library to establish an effective branch at this place. They raised money by subscription and by entertainments with which to procure the lots and also funds for the improvement of the little city hall building, which was used for several years to house the branch library and reading room, and a cheerful place it was during all that time, always neat and orderly and ready for service. This is the seventh building to be erected from county library funds in Kern county. Another building will shortly be erected in Shafter to cost about the same amount. Other communities have procured desirable lots for the purpose and are anxiously awaiting their turn for a building. In every case where a building has been erected the circulation of books and the reference and reading room service have immediately increased, showing that adequate library service does make a difference.

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The American Library Association announces as nominees for officers of the association for the coming year: President, Charles F. D. Belden, librarian, Public Library, Boston; first vice-president, Mrs. Elizabeth Claypool Earl, president, Indiana Public Library Commission, Muncie, Ind.; second vice-president (one to be elected), Johnson Brigham, librarian, State Library, Des Moines, Iowa; Theodore W. Koch, librarian, Northwestern University Library, Evanston, Illinois; treasurer, Edward D. Tweedell, assistant librarian, The John Crerar Library, Chicago, Illinois.

The election will take place at the 47th annual meeting of the American Library Association to be held in Seattle, July 6-11, at the Olympic Hotel. An attendance of approximately 1000 librarians, library trustees, and others is expected.

The chief topics for consideration at the conference will be: (1) The extension of library service to the sixty million people of the United States who still have none; (2) Adult education work of libraries; (3) Education for librarianship; (4) School libraries. Besides general sessions there will be more than fifty meetings of special groups and affiliated organizations: County librarians, business librarians, catalogers, hospital librarians, law librarians, children's librarians, library trustees, the Bibliographical Society of America, the National Association of State Libraries, etc.

The annual award will be made of the John Newberry Medal for the year's most distinguished contribution to literature for children. The medal was awarded last year, posthumously, to Charles Boardman Hawes for "The Dark Frigate", and in 1922 and 1923 respectively to Hendrik Van Loon for the "Story of Mankind", and to Hugh Lofting for the "Voyages of Dr. Dolittle".

BOOK REVIEWS

BOYS' AND GIRLS' CALIFORNIA, by Ethel Imogen Salisbury, director of course of study, Los Angeles City, and associate professor of elementary education, University of California, Southern Branch: Miss Salisbury has written a most delightful book for the children not only of California but of all lands. Junior, Beth, Uncle John and Aunt Julia are interesting people, and talk in an informational way of romantic industrial and historical California. Miss Salisbury is to be congratulated on her achievement. In this day, when the Fairy Story and other imaginative tales make up a large percentage of children's reading material in and out of school, it is refreshing to find these informational journeys presented in such a fascinating style. The chapters include Crossing the Dunes, Seeing San Diego, California, Indians, San Diego to Los Angeles, The Beach, Pictures of Early California Life, El Camino Real, Outdoor Life, Catalina, Around Los Angeles, The Story Teller, The Trappers, San Joaquin Valley, John Muir and the Big Trees, Yosemite, Monterey, San Francisco Bay, The Pathfinder, California Writers, The Pony Express, Burbank the Wizard, Two Excursions, Homeward Bound. The author gives credit to R. H. Lane for the original suggestion of the book and aid for determining the form. The book is an excellent contribution to the library, of rich material, offered to school children on California. (Houghton-Mifflin Company. Price $1.20.)

FRONTIER LAW, A Story of Vigilante Days, by William J. McConnell in collaboration with Howard R. Driggs: This is one of the Pioneer Life Series and is a true, wholesome, adventurous story of vigilante days in Idaho, pioneering in Michigan and the West which will delight and stir its readers. The story is told simply and with conviction and the actual life of pioneers, with historical sidelights, completes a volume that will thrill, interest and instruct the growing generation. (World Book Co. Price $1.20.)

THE FINANCING OF EDUCATION IN IOWA, A Report Reviewed and Presented by The Educational Finance Inquiry Commission Under the Auspices of The American Council of Education, prepared by William F. Russell, Thomas C. Holy, Raleigh W. Stone and others of the Iowa staff: In this volume techniques are developed in studying educational finances in the industrial state of Iowa. Iowa was chosen for the work on account of the contrast it presented with New York conditions. (Macmillan Co.)

REORGANIZATION AND ADMINISTRATION OF AN ELEMENTARY SCHOOL TO MEET THE NEEDS OF A COMMUNITY, by George C. Kyte: A pamphlet of interest to teachers and those interested in testing. Contains valuable charts, tables and data. (University of California Press.)

PRACTICAL PROJECTS, Plays and Games for Primary Teachers, by Gail Calmerton: This volume contains projects, plays and games for children from the kindergarten through the third grade. In these projects, reading, music, language, hand work, arithmetic and free activities of many varieties are offered, together with comments and illustrations. No teacher can fail to get a great deal of help from this suggestive material. (Beckley-Cardy Co. Price $1.20.)

THE LIGHT BEARERS, Stories of Old Greece, by Aldis Dunbar: Legends and history of Greece seem always to possess a certain fascination for young folk and this small book of true stories written for intermediate grade children will supply a need in the schools for such material. The material is freely illustrated with photographs and reproductions. (Beckley-Cardy Company. Price $.80.)

STONE'S SILENT READING, Book I, by Clarence R. Stone, assisted by Helen DeWerthern: This book is strictly silent reading material. In order to ascertain whether or not the child is getting the thought from the printed page, there are types of responses arranged for the teachers. These include: 1, action responses; 2, drawing, cutting, construction; 3, telling responses (tell and answer work); 4, matching sentences and pictures; 5, responses to riddles; 6, story responses. The material used to provoke these responses from the children is interesting, practical and modern. The illustrations are helpful to the interpretation of the text. (Houghton Mifflin Company.)

NEW COMPLETE BUSINESS ARITHMETIC, by George H. Van Tuyl; and **NEW ESSENTIALS OF BUSINESS ARITHMETIC**, by George H. Van Tuyl: Practical arithmetic in accord with modern business problems as vouched for not only by teachers but by business men themselves, together with necessary foundation material, with sets of speed and written tests, make these volumes of interest and assistance to teachers. Answers are included in the books. (American Book Company. Prices $1.48 and $1.20.)

SELF-IMPROVEMENT IN ENGLISH, by H. W. Davis: In this book only such rules and principles are studied as can be used at once. Self-revision is constantly practiced. The exercises, which occur at frequent intervals in the text, will prove effective in making the results of instruction permanent. The book contains the essentials of rhetoric, grammar, and mechanics, a good review of spelling, an unequalled section on oral composition, and a portion devoted altogether to the principles of English composition. (Doubleday, Page & Co. Price $1.60.)

CURRICULUM-ADJUSTMENT IN THE SECONDARY SCHOOL, by Philip W. L. Cox: Placing the burden of the training of adolescent boys and girls upon the schools where the problem can be intelligently handled, this volume undertakes to give assistance through the school curriculum. The work is divided into three parts: The Present Situation in the Secondary School; The Scientific Basis of the Secondary School; Principles of Secondary Curriculum-Adjustment. The discussion will be of special interest to junior high school instructors, whose problems it may help to solve. (Lippincott.)

STATISTICAL METHOD IN EDUCATIONAL MEASUREMENT, by Arthur S. Otis: Statistical methods are more or less difficult for many teachers. In this volume simple statistical methods that are needed by teachers, students and researchers in the interpretation of test results will be found. The subject is dealt with so that the layman will understand the significance and results of tests. The editor's introduction is written by Lewis M. Terman. (World Book Co.)

THE STORY OF THE ENGLISH, by H. A. Guerber: So much of the history of England is picturesque and interesting to children that it is utilized in a variety of ways in story-telling, reading and dramatization, as well as in history. In this new publication of England's history these stories are all combined in order with their connecting events, thus making a thoroughly readable volume that sixth grade children will enjoy. Maps and illustrations embellish the text. (American Book Company. Price $.80.)

ANNUAL REPORT OF THE GENERAL EDUCATION BOARD, 1923-1924: Published by the General Education Board, 61 Broadway, New York City.

UNIT COSTS OF HIGHER EDUCATION, Reviewed and Presented by The Educational Finance Inquiry Commission Under the Auspices of The American Council of Education. Prepared for the Commission by Edwin B. Stevens and Edward C. Elliot. (Macmillan Company.)

LISTENING LESSONS IN MUSIC Graded for Schools, by Agnes Moore Fryberger: Rural schools with phonographs or radios will find this book of particular value, as its thorough treatment of music in the school room and music appreciation from the first grade up will bring a message of cheer and assistance to every person who is "listening in" to the great opportunities that are offered with "music in the air". Singing, harmony, instrumental, national music and the orchestra are some of the subjects under discussion. Lists of compositions are given as examples. (Silver, Burdett & Company.)

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THE YALE REVIEW, A National Quarterly, April number, contains an article by James Rowland Angell entitled "Democracy and Education." This is Angell's first public pronouncement of importance of his personal views as to our American educational problems. The article covers the whole field, from the effect on the farm of the present higher educational conditions, to what schools and universities are to do with the great mass of young people now flocking to their gates. (The Yale Publishing Company. Edited by Wilbur Cross. $4.00 per year.)

DETROIT WORD RECOGNITION TEST, by Eliza F. Oglesby: This is a standardized group test that is easy enough to test the reading ability of children who have had only a few weeks of instruction. It is claimed that this is the first group of tests for beginners to be published and that it is most effective as a measure of accomplishment. A Manual of Directions accompanies the material. (World Book Co.)

MOTIVATED PRIMARY ACTIVITIES for Rural Teachers, by Margaret F. Metcalf: Busy rural school teachers will welcome this volume of activities for the little folk. Reading, health, picture study, language work and numbers are all touched upon with seasonal suggestions. The activities are not time-fillers. They are truly constructive and should contribute to the child's development. (Beckley-Cardy Company, Chicago. Price $1.20.)

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RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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MAMIE LANG APPOINTED STATE COMMISSIONER OF ELEMENTARY SCHOOLS

Mrs. Grace Chandler Stanley, State commissioner of elementary schools, has resigned and Miss Mamie Lang, superintendent of Tehama County, has been appointed to succeed her. Mrs. Stanley has done notable work during her three years of service as commissioner. Her conferences with teachers, her installation of radio service in the schools, her contribution to the teaching of civics, her addresses to many thousands of teachers, and her creative theories of education will leave a definite impression on our State school system. In Commissioner Lang the State will have an entirely different personality. Miss Lang is a woman of virile temperament, of organizing ability, and of great energy. The Chico conference of northern counties, which was called by her to study educational problems, was a notable success. Her success as a county superintendent of schools has attracted educational leaders of the State. Her genial nature, good humor and "straight from the shoulder common sense" and loyalty to educational progress will go a long way towards making her administration popular.

SONG FOR GRADUATION DAY

I've strapped my dusty study books,
I've tossed them far away,
Now I'll tramp the paths of summer time
Quite free—for work or play.

And what shall you give me, sir,
To speed me on my road,
To fill the chinks of lonely hours,
To ease my heavy load?

You cannot give me Romance,
My true love I must find,
Experience I'll meet, alas!
And wealth may lag behind.

You cannot give me Life itself,
Go find a mirror, then,
Where I can see things passing strange—
The lives of other men.

And when the road's not right to tramp,
When all the world's in rain,
I'll turn from life—I'll find your gift—
Come back to books again.

—John Farrar.

HIAWATHA'S CHILDHOOD

Dramatized by Gertrude Frazier,
Redwood City, Calif.

Following a suggestion I read in an educational magazine, I carried out an experiment in memory work in a low third-grade class. I read poems to the class and allowed the children to choose one they liked especially well to memorize at home. As soon as a child memorized his verses he asked to say them to the class. This gave an index to the real interest of the children. Before long a child would be saying, "I know John's poem. May I say it?"

Hiawatha was the most popular of all. Various children memorized the stanzas of "Hiawatha's Childhood." Many children asked for repetitions and learned all the verses without special effort.

The continued interest led to the idea of arranging a simple dramatization. Many children tried out for the various parts to recite or act. The children called on each other for criticisms, but we tried to remember to tell first the good points—then suggestions for improvement.

Sixteen children recited. Each one came to the front of the room at the proper moment to give his line. Each one of these people wore Indian head-dress. The actors—Hiawatha, Nokomis, and Iagoo—wore complete Indian costumes. They did not speak any lines, but acted their parts in pantomime.

All the children who did not recite or act were in the "Indian Chorus." They sang the firefly song; also repeated the verses marked with an asterisk.

(Scene:—Hiawatha's home. Beside the door of the Wigwam, Nokomis grinds corn with a mortar and pestle. Around the wigwam were nailed tree boughs to blocks to give the effect of a forest.)

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the pine-trees,
Rose the firs with cones upon them
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.

(Nokomis enters.)

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Safely bound with reindeer sinews:
Stilled his fretful wail by saying,

(*Chorus repeats.)

"Hush! the Naked Bear will hear thee!"
Lulled him into slumber, singing,
"Ewa-yea! my little owlet,
Who is this, that lights the wigwam?
With his great eyes lights the wigwam?
Ewa-year! my little owlet!"

(The little Hiawatha sits at the door of the wigwam.)

At the door on summer evenings
Sat the little Hiawatha:
Heard the whispering of the pine-trees,
Heard the lapping of the waters,
Sounds of music, words of wonder;
"Minne--wawa", said the pine-trees.
"Mudway-auska!" said the water.

(Hiawatha sings the firefly song—then the song is repeated by the Indian chorus. Music in California State Series Music Book I.)

Saw the fire-fly, Wah-wah-taysee,
Flitting through the dusk of evening,
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sang the song Nokomis taught him:

"Wah-wah-taysee, little fire-fly.
Little, flitting, white-fire insect,
Little, dancing, white-fire creature.
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!"

Saw the moon rise from the water
Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"Once a warrior, very angry,
Seized his grandmother, and threw her
Up into the sky at midnight;
Right against the moon he threw her;
'Tis her body that you see there."

**Saw the rainbow in the heaven,
In the eastern sky, the rainbow,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"'Tis the heaven of flowers you see there;
All the wild-flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us."

When we hear the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror,
"What is that?" he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."

**Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built the nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

Of all the beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

(Iagoo enters. He is making bows and arrows.)

Then Iagoo, the great boaster,
He the marvellous story-teller,
He the traveller and the talker,
He the friend of old Nokomis,
Made a bow for Hiawatha;
From a branch of ash he made it,
From an oak-bough made the arrows,

Tipped with flint, and winged with feathers,
And the cord he made of deer-skin.

**Then he said to Hiawatha:
"Go, my son, into the forest,
Where the red deer herd together,
Kill for us a famous roebuck,
Kill for us a deer with antlers."
Forth into the forest straightway
All alone walked Hiawatha
Proudly, with his bow and arrows;
And the birds sang round him, o'er him,
"Do not shoot us, Hiawatha."
But he heeded not, nor heard them,
For his thoughts were with the red deer.

Hidden in the alder-bushes,
There he waited till the deer came,
Till he saw two antlers lifted,
Saw two eyes look from the thicket,
Saw two nostrils point to windward,
And a deer came down the pathway.

Then, upon one knee uprising,
Hiawatha aimed an arrow;
Scarce a twig moved with his motion,
Scarce a leaf was stirred or rustled,
But the wary roebuck started,
Stamped with all his hoofs togetner,
Listened with one foot uplifted,
Leaped as if to meet the arrow;
Ah! the singing, fatal arrow;
Like a wasp it buzzed and stung him!

Dead he lay there in the forest,
By the ford across the river;
Beat his timid heart no longer,
But the heart of Hiawatha
Throbbed and shouted and exulted,
As he bore the red deer homeward.

(Hiawatha returns to the wigwam; the other Indians rejoice when they see him bringing a deer. Iagoo and Nokomis put their hands proudly on his shoulders.)

*From the red deer's hide Nokomis
Made a cloak for Hiawatha,
From the red deer's flesh Nokomis
Made a banquet in his honor.
All the village came and feasted,
All the guests praised Hiawatha,
Called him Strong-Heart, Soan-ge-taha!
Called him Loon-Heart, Mahn-go-taysee!

The third-grade children wrote the invitation to the fourth and fifth-grade class to see this dramatization. Our play did not take very long to give, so the children who had been reading about Indians practiced telling Indian legends. Thus our work did not stop at presenting this little play, but was extended to lessons in nature study, history stories of the Indians in Colonial days, handwork in constructing small canoes, bows and arrows and a chart of the Indian sign language.

Although the rest of Hiawatha's Manhood is beyond the understanding of small children, they are fond of the story of Hiawatha's fasting and his struggle with Mondamin, who was slain by Hiawatha and whose body grew from the ground again and there stood the maize in all its beauty—

With its shining robes about it,
And its long, soft, yellow tresses.

* * * * *

Still later, when the Autumn
Changed the long, green leaves to yellow,
And the soft and juicy kernels
Grew like wampum hard and yellow,
Then the ripened ears he gathered,
Stripped the withered husks from off them,
As he once had stripped the wrestler,
Gave the first Feast of Mondamin,
And made known unto the people
This new gift of the Great Spirit.

During the three weeks that we studied about Indians the children became so interested and brought in so much material of interest (pictures, wampum, arrow heads, baskets, Indian blankets, etc.) that our room was of much interest to the class who visited us. Also the children made illustrations for "Hiawatha's Childhood" and made a border of Indian picture for the room.

I believe the work had social value as well as being rich in information and interest and in furnishing a real motive for reading and investigation.

A PROFESSIONAL CLUB OF RURAL EDUCATORS ORGANIZED AT CHICO

A professional club of rural school administrators of Northern California was organized under the auspices of the Chico Teachers' College on March 3rd, 1925, and it held its second meeting April 21st, 1925. It is known as the Northern California Rural Supervisors' Club.

This club is unique in the history of California and was born of the great need felt by field workers for the betterment of early childhood education. Its aims as set forth in its constitution are:

1. To improve instruction in the field.
2. To acquaint its members with current educational problems.
3. To extend knowledge of the materials of education.
4. To make a critical study of modern methods of instruction.

Field work is undertaken by the members under supervision of E. L. Cole, director of education, and Miss Clara Kaps of the kindergarten primary department of the Chico Teachers' College. The college will direct the field activity, which will be checked upon by the field workers and then checked back to the college. Thus a valuable contribution should be made to education by the northen end of the state with the Chico Teachers' College as a nucleus.

The program for this year is but a preliminary to the regular one to be offered at the beginning of the coming school year.

The membership of this club is limited to school superintendents and rural supervisors actively engaged in field work and only active participants are desired. To elect a new member requires a unanimous vote of the club members.

The following officers were chosen:

Chairman—Miss Mamie B. Lang, county superintendent of schools, Red Bluff, Tehama County.

Secretary - treasurer — George T. Berry, county superintendent of schools, Oroville, Butte County.

Publicity chairman—Mrs. Ethel S. Ward, rural supervisor, Redding, Shasta County.

Faculty advisor—Miss Clara E. Kaps, primary kindergarten department, Chico Teachers' College.

The following were made charter members of the club:

Miss Mamie B. Lang, county superintendent of schools, Red Bluff.

Mr. George T. Berry, county superintendent of schools, Oroville.

Mrs. Charlotte Cunningham, county superintendent of schools, Redding.

Mrs. Ethel S. Ward, rural supervisor, Redding.

Mrs. Eddie Long, rural supervisor, Red Bluff.

Mrs. Minnie Gray, county superintendent of schools, Yuba City.

Miss Clara Kaps, primary supervisor, Chico Teachers' College.

Mr. E. L. Cole, director of education, Chico Teachers' College.

The date set by Superintendent David E. Martin for the county teachers' examination in Alameda County is June 20. The tests will be held at the Oakland High School, beginning at 9 a. m., and a fee of $2.00 is required for those taking the examinations.

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SOME ACHIEVEMENTS OF THE SAN DIEGO CITY SCHOOLS FOR THE PAST FIVE YEARS

By Henry C. Johnson,
Superintendent of Schools.

1. Organization of the schools on the 6-3-3 plan, with five new junior high schools. The complete program will be carried out by next September.
2. Substantial increases in teachers' salaries and the adoption of a singe salary schedule.
3. Voting of $2,325,000 in bonds and 28 acres in school sites.
4. Reorganization of the business department and revision of the accounting system and the budgeting plan to conform to the standard systems in use in larger school systems throughout the country.
5. Inauguration of a program of continuous curriculum revision to be carried out co-operatively by the teachers, principals and supervisory staff.
6. Establishment of a continuing school census.
7. Enlargement of the Health Department and the establishment of practical courses in health education.
8. Establishment of cafeterias in practically every elementary school in addition to the junior and senior high schools, where children can be provided with hot lunches at actual cost.
9. Adequate building program.
10. Organization of the part-time school, with a total enrollment of 600 for the present year.
11. Establishment of a central library for supplementary reading material. (Between 4,000 and 15,000 volumes are distributed every month.)
12. Organization of a visual educational department.
13. Inauguration of a program of thrift education. Since last September the school banks have made 5,397 deposits in city banks totaling $10,898.77.
14. Introduction of vocational guidance into the high schools.
15. Extension of music program in the junior and senior high schools—organization of school bands, orchestras, glee clubs, etc.
16. Addition of a number of trade and vocational courses in high school programs, such as linotyping, shoe repairing, auto mechanics, radio, clerical courses and building trades.
17. Organization of Smith-Hughes classes and extension of evening high school program.
18. Reorganization of the administrative and supervisory staff, with resulting increased effectiveness.
19. Improvement in methods of classifying and grouping pupils for instruction, largely through the use of scientific tests.
20. Inauguration of a systematic program of professional study on the part of teachers and principals in summer schools and extension work.
21. Addition of auditoriums to ten elementary and junior high schools, with three more under consideration or construction.
22. Additions to playgrounds.
23. Rehabilitation of old buildings, including modernizing of the heating, ventilating and plumbing in many buildings.
24. Organization of program for making schools community centers.
25. Reorganization in the method of handling and distributing school supplies.
26. Establishment of up-to-date and complete files in general offices.

WHAT MEN DO

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WESTERN SCHOOL NEWS

M. R. Trace, who has been principal of the Hester Grammar School near San Jose for the past twenty-four years, has announced his intention of retiring at the close of this term. Mr. Trace recently celebrated his seventy-fifth birthday and has completed fifty-four years of educational work.

The grammar school at Gonzales, Monterey County, was dedicated recently. Jas. G. Force, county superintendent of schools, was one of the speakers, and Roy J. Cloud, former San Mateo County superintendent and now Redwood City superintendent of schools, gave the principal address.

Eight thousand library diplomas will be presented at the close of this term to students in the Kern County schools by County Superintendent L. E. Chenoweth. This is the greatest number of awards ever presented from the county to students who have read six or more good books during the school year.

The Mulberry school district, near Brawley, Imperial County, has approved a bond issue of $25,000 for the construction of a new school building.

Lemon Grove, near La Mesa, California, has voted a bond issue of $18,000 for a new school.

Verne Hall, vice-principal of the Napa Union High School for the past four years, has resigned from that position and accepted the principalship of the Fremont Union High School in the Santa Clara Valley. Mr. Hall will begin his new duties in the fall. No one has been appointed as yet to take his place in the Napa High School.

Bonds amounting to $200,000 were voted recently for a new union high school in Colusa.

The Aromas school district, which is situated in three counties, Santa Cruz, Monterey and San Benito, is to have a new $22,000 school building as the result of an election held in April.

Harvey E. Clark, teacher of the Sutter Junior High School, has been appointed principal of the David Lubin Grammar School of Sacramento. He succeeds Mrs. Celia Jones, who resigned recently on account of ill health. It is rumored that vacancies occurring in principalships in Sacramento schools will hereafter be filled by men teachers only and that the women will be gradually eliminated as executives.

The new $67,000 grammar school at McFarland, Kern county, was dedicated with appropriate exercises on April 28. There was a large attendance present and visitors were interested in inspecting the new building. County Superintendent L. E. Chenoweth was speaker of the day.

Dr. Elizabeth L. Woods assumed her duties as director of the Department of Psychology and Educational Research, Los Angeles city schools, on April 4. She was formerly clinical psychologist and director of special education for the Wisconsin State Department of Education.

A special election for the purpose of voting a $1,200,000 bond issue for the grammar schools of Glendale is being considered. The issue will probably be placed before the people before the end of the present school year, the latter part of June. It is said that a bond issue for the high school will follow the grammar school election.

Two new grammar school buildings are to be built with the $80,000 voted by the people of Oroville on May 2. The bonds carried five to one. The school attendance in Oroville has more than doubled in the last four years, according to Superintendent L. A. Trempe.

THE FRESNO COUNTY READING COURSE

Miss Oba C. Algeo, Rural Supervisor of Primary Subjects of Fresno County, has recently released a tentative reading outline for use in the first three grades of the county schools in which she has omitted old time ideas and proceeded to modernize the course of study on the idea that the children, their conditions and needs should be taken into consideration in order that a curriculum may be made to fit the children rather than to make the children fit a curriculum, correlating subjects so that time and energy are conserved.

"There is as much difference between old time techniques or methods of teaching and the present as there is between a big wheel bicycle and the 1925 automobile," says Miss Algeo. This is verified by the teachers who are now back in the school room after being out of teaching for a number of years.

The bulletin is based upon her idea that reading should be made the major subject of these grades correlated, motivated and enriched by the other primary subjects, all of which come in for a share of thought.

Reading should be considered and taught in a very comprehensive way. The assignments in the course of study for the year's work should be a possible amount, very flexible, that it shall meet the needs of any and every member of a class. It should consist of basal books and such supplementary books as are necessary to meet these needs.

The basal books should have definite material and technique for each grade, each building on the other. This should be thoroughly taught then applied in many supplementary books of like grade before the next grade is taken up. This will do away with the plan of pushing a child into a higher grade where he is a misfit on account of his physical age. His mental age seeming to place him there, but as a matter of fact he would be much better off if he could spend more time reading content fitted to his physical grade.

Since the work of these first years is largely a work of memory rather than of the reasoning power which must by nature come with the years, these first years must be comprehensively and thoroughly taught to form right habits of study. Wrong habits cause much loss of time and energy in erasing and replacing.

To enable the child to gain a broad working knowledge of the grade work fitted to his physical age and at the same time not retard his mental development, the course for each year's work is divided into (1) minimum amount of work required, (2) average amount, and (3) honor amount to be accomplished. This flexibility will enable the child to work up his mental abilities without being pushed to a higher grade. He uses again and again the underlying principles taught in the basal work through his wide reading of supplementary books, which fit his interests and present needs, and unconsciously lays a foundation in nature study, numbers, language, geography, history, etc., for the other grades.

To enable a committee of teachers, with Miss Algeo as chairman, to make out a permanent course to present to the County Board of Education, an experiment is being carried out in various type schools throughout the county, to determine just which books will best serve this purpose of correlation. The teachers are asked to try out and report on books for supplementary use in the schools. Many of these are the latest and best books out, loaned through the courtesy of the different book companies. The plan is to see which of these books fits the needs of the children as well as into the plan and content of the books being used as basal, so there will not be a repetition of content, thus saving much time and interest to both teacher and class. These experiments will go on until May at which time the results will be tabulated and the books recommended for adoption by the county board.

Miss Algeo's idea is to use books on the various primary subjects, viz., nature stories, history stories, geography stories, etc., written to correlate with reading and preferably without a grade on the books. There are a number of such books being put out now. This would eliminate one of the difficulties of fitting the curriculum to the child, that of the attitude of the parent toward grades. They forget that a primer or beginner's book does not necessarily mean the first year of school books, and that classifying a child on amount of work accomplished rather than time spent in school or by grades, is being kind and helpful to the child, in fact, giving him a chance for his life's happiness, not keeping him back, as they say.

It takes vastly more time and teaching strength to teach books too hard or of little interest to the child and the results at best are unsatisfactory; in fact, many are of the opinion "it can't be done."

This bulletin takes up reading under the following heads, always keeping in mind that comprehension is the ultimate goal, the divisions are but a means to an end.

1. Mechanics:
   - (a) Lesson setting—a class must be in a receptive attitude.
   - (b) Aids to comprehension:
     1. oral story
     2. picture study
     3. dramatization
   - (c) Phonetics:
     1. sight words
     2. phonics — always from a known word teaches
     3. word building.
   - (d) Punctuation marks — how read, why?
2. Oral reading which must be "to put it across to the class."
3. Silent reading in its various techniques as best fits the needs of the class.

The amount of time on each division is regulated by the needs of the various classes—the silent reading allotment gradually increasing as the child progresses by grades or as the need arises.

The ultimate aim is to keep the child happy and interested in his work of developing his abilities normally to the highest degree of efficiency both mentally and physically in these first years of elementary school, thereby forming a sure and firm foundation upon which to build the work of the following years.

Much depends upon how teachers help to form attitudes, habits and abilities in these formative years.

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SCHOOL NATURE STUDY, vol. I

Subjects are those children ask questions about: animals, flowers, trees, weeds and cultivated plants conspicuous in California: poisonous plants and spiders, and reptiles considered so. Additional subjects on astronomy, physics, climate and lesser forms of life.

Analyses and suggestions are given that will help in finding what phase or feature of a subject applies to a particular age grade of pupil.

PRIMARY NATURE STUDY, vol. I

A series of subjects according to the season, so treated that outdoor nature study is made easy and pleasurable to teacher and pupil. Things children like to do and want to see comprise the course. Practical ways of supplying this child-hunger accompany each lesson.

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CLEVELAND COURSE OF STUDY

A course of study in geography, grades three to six, inclusive, has just been published by the Board of Education, Cleveland, Ohio. The volume, which contains 240 pages, is the result of three years' work of committees of teachers, supervisors, and principles of the Cleveland Public Schools under the direction of the assistant superintendent in charge of elementary schools and a central committee. The material contained in the course of study was carefully tested by class-room teachers throughout the city, and before any of it was accepted it received the criticism of class-room teachers.

The foreword suggests the purposes and objectives of the course:

> There are two basic ideas upon which this course has been constructed. The first of these is that of human relationships and the second is that of man's reaction to his physical environment. The various objectives of the different grades all conform and agree with these two fundamental principles, a knowledge of which may be said to be the larger objective of the course.
>
> It is intended that the material of the course be suggestive in nature—neither restrictive nor inclusive. Questions of method are left very largely to those in the field, since the course as outlined is suitable for use in various ways. The problem, the project, type study, the development lesson, all, may be employed according to the wish of individual teachers and supervisors. The arrangement permits, too, of individual judgment, within rather broad limits, as to the amount of ground to be covered. It is recognized that this will vary with different districts and schools, and, indeed, with different groups in particular schools. . .

The reading references for both teacher and pupil are modern and generous. . . Throughout the entire course emphasis is given to the use of visual illustrations for the different subjects. . . A limited number of copies of the volume is available for distribution outside of Cleveland. The price per copy is $2, to cover the cost of printing. Single copies will be furnished at this price as long as the supply lasts, by the Division of Publications, Board of Education, Cleveland, Ohio.

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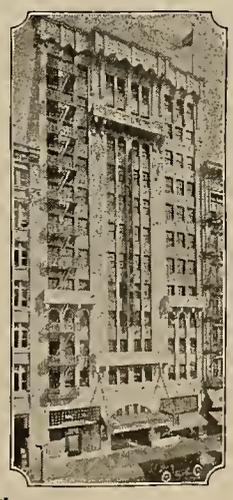

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IN EDUCATIONAL CIRCLES

Hon. Milton J. Ferguson, State Librarian, who has recently returned from New Orleans, where he was called in the interests of library service, was the guest of honor at the Sequoia Club, San Francisco, April 30th. He gave an interesting informational talk on the library service of California.

The California School Masters' Club gave its quarterly dinner on Saturday evening, May 9th. H. W. Campbell of the Oakland School Department presided. He had as guests of honor Will C. Wood, Dr. Judd of the Chicago University, Dr. Chartres of Pittsburgh, President Lotus D. Coffman of the University of Minnesota, Dr. Henry W. Suzzalo, president of the University of Washington; State Superintendent Meredith of Connecticut; J. C. Brown of St. Cloud, Minnesota, Normal School. The principal speaker on revelations of the research committee on curricula was Dr. W. C. Bagley.

Jim Preston of Berkeley, as master of ceremonies, was in fine fettle, and made several center shots at the "big guns" present that were enjoyed by all. Harr Wagner, a charter member of the club, will act as chairman at the October meeting.

Mrs. George Schultzberg of San Jose, known to our readers as Miss Mignon, formerly superintendent of schools of Monterey County, was killed in an automobile accident in San Jose a few weeks ago. Mrs. Schultzberg was an efficient school superintendent and an attractive personality. Her many friends throughout the State will regret her tragic and untimely passing.

Dr. George E. Freeland of the State Teachers College of San Jose is one of the outstanding educational figures of the State and is making permanent contributions, not only in his class room, but as a writer of text-books. Macmillan Company has recently published his new book, "The Improvement of Teaching."

The dedication of the new high school building in the Jefferson School District, which includes Colma and Daly City, was held Sunday, May 3rd. Addresses were made by Hon. Will C. Wood, F. A. Cutler, W. J. Savage, Roy Cloud and others. Mr. Cloud was especially complimentary to W. J. Savage, the superintendent who has worked so diligently and efficiently to make "the dream" of a beautiful and serviceable high school building come true. Neil Best, the principal of the school, presided.

The legislature adopted a resolution submitting to the people a constitutional amendment exempting educational institutions accredited to the University of California from taxation. This is fair and just and the people of California will support it.

There will be a constitutional amendment submitted to the people increasing the salaries of State officials from $5000 to $8000 This includes the office of superintendent of public instruction.

San Diego voters approved a $400,000 bond issue for the San Diego High School at a recent election.

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ROY CLOUD

Superintendent Roy Cloud has resigned as superintendent of San Mateo County, and has accepted the city superintendency of Redwood City at a salary of $5000 per year and an increase after the first two years. A few years ago the San Mateo teachers asked that the salary of the county superintendent be raised, but they were met with denial, and San Mateo County teachers now lose one of the very best and most efficient superintendents in the State of California. Mr. Cloud is a graduate of Stanford University, a lecturer of ability, a writer, and an efficient and careful administrator.

It is to be regretted that the county superintendency has no forward look except the reward in service well performed. The State has not been generous in salaries to the State or county school officials. City boards of education and high school boards have been far more generous. Roy Cloud as city superintendent has possibilities for advancement and service not possible in a county office.

COLUMBIA THEATRE

The Columbia Theatre of San Francisco is in some respects an educational institution. J. J. Gotlob has made the name stand for that which is of most value in dramatic art. It does not matter where it is located, whether on Powell, or Geary, or its present location on Eddy near Market, it draws the people who are interested in real values in the spoken drama. The present Henry Miller season is a brilliant one. The plays are rich in comedy and dramatic art. The players are favorites. Henry Miller has never been better than in "The Swan" and "Embers." Superintendents, heads of departments, teachers and high school and university students cannot afford to miss the plays of the Henry Miller season, nor any of the long list of excellent plays and players that Mr. Gotlob has arranged for the fall season. "The Columbia" means standardized dramatic productions.

The recent school election in Berkeley resulted in the selection of a board of education that is a hundred per cent efficient for a progressive educational program. The effort to recall Mr. Hink, who has been an outstanding member of the old board and in favor of Superintendent Wilson and his policies, failed. In fact, Mr. Hink received more votes than any other candidate. Superintendent H. B. Wilson's progressive school administration has received the endorsement of the majority of the people. It is greatly to the credit of the citizenship of Berkeley that it intends to carry on.

Mark Keppel, Los Angeles county superintendent of schools and president of the California Teachers' Association, left April 27 for Buffalo on an automobile trip and will not return until June 15. He is accompanied by his family. This is the first long vacation that Mr. Keppel has taken in the twenty-two years in which he has been superintendent of the schools of the southern county.

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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbooks, as follows:

Lower elementary and advanced geographies for the elementary schools, as follows:

Geographical material for fifth and sixth grades of the elementary schools.

Manuscript or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before July 1, 1925.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in geography," may be submitted on or before the hour of 4 o'clock p. m. of July 1, 1925.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
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WILL C. WOOD, Secretary.

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BIDS WANTED FOR TEXTBOOKS IN CITIZENSHIP

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California text material in citizenship for use in the grammar grades of the elementary schools.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 4, 1926.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in citizenship," may be submitted on or before the hour of 4 o'clock p. m., January 4, 1926.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.
WILL C. WOOD, Secretary.

The physical education department of the Venice city schools gave a pageant, "Revival of the Play Spirit in America," on May 15th with 600 children taking part. The pageant was directed by Miss Mildred Elsie Wiley, supervisor of physical education, and the costumes were directed by Miss Helen Hollister, supervisor of art. The Venice high school orchestra, under the direction of Miss Myrtle Blewett, furnished the music. Scenes of the pageant were as follows:

Prologue, Suppression of the Play Spirit; Scene I, The Land of the Red Man; Scene II, Arrival of the White Man; Scene III, The Playground Occupied by the White Man; Scene IV, Establishment of the City; Scene V, The Mad Rush of Modern Times; Scene VI, Revival of the Play Spirit; Scene VII, Evidences of the Reawakened Play Spirit; Scene VIII, Effect of the Revived Play Spirit in Our Modern System of Physical Education; Epilogue, Play Spirit Re-established.

James Ferguson, principal of the Chico high school, was chairman of the committee in charge of the Easter sunrise service which was held at Bidwell Park, Chico, Easter morning. Dr. Tully C. Knoles read Henry Van Dyke's "God of the Open Air." The A Cappella Choir furnished the music. Interest in the community was great and some five thousand persons gathered to enjoy the service.

May 11-15 was Public Schools Week in California as celebrated by the Masonic lodges of the state. This was the sixth annual observance of the week by the organization, whose object is to keep informed as to public school conditions. Educational speakers were present at many meetings and gave information as to the work that is being done and conditions that exist today. Vaughan MacCaughey was secretary of the committee.

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CREATIVE STORY WRITING

By Vinsen E. Gorman
University High School, Oakland, Calif.

One of the first essentials in teaching creative story writing, or in any instruction, is the establishment of comradeship between teacher and pupils. This free and friendly spirit is absolutely essential when composition is taught, not as an end itself but as a creative factor and social agent.

Formerly we taught composition as an end in itself. . Abstract subjects—"The Beauties of Nature", "Kindness", "Courtesy", "How I Spent My Vacation"—indefinite and too great in scope, were assigned to us, or by us; while, "not less than three hundred words, and hand it in day after tomorrow", were the admonitions that some of us received or gave.

The writer can well remember the terror the fall term in school held for her, because she was always asked to write on "The Fruit Fair", a country fair of annual occurrence. Conscientiously and painstakingly, she would begin with the first booth and describe each succeeding booth in turn. The only booth she really wanted to tell about was her father's business display. But it never occurred to the teacher to ask the child to write of her own special interest.

Reproduction of the life of some hero or story was another favorite form of composition. These efforts were usually consigned to the waste basket, having been red-inked by the teacher, who burned all-night oil and her own energies to small avail.

Now this is all changed. A group of people, teacher and students, meet for a class in composition, and the first thing and the only thing we do is to talk. Chatty, informal conversation is the "lesson". Someone says, "My father said that", or "On the way to school this morning", or "The funniest thing happened", and we are started on the way. Getting acquainted we are, the children learning that the new teacher is a human being. This teacher, meanwhile, is getting soundings, appraising individual needs and having a good time too. To a casual observer, it might appear in such a class, that the first week or ten days was being wasted. No lessons! No assignments!

Shortly, however, some child asks, "Couldn't we have a club, a story-tellers' and writers' club?" Why not? Officers are nominated and elected. Names are suggested for our club: "Penwizards", "Snappy Scribblers", "Out of the Ink Bottle". A creed or motto is written by a committee who takes the various suggestions of the club members; a constitution is written. These results are crude, but the creators have lived through an experience which becomes bone and sinew of their mental, spiritual and physical beings.

If we are to be a story writing club we must have someone for whom we write. Discussion follows and the suggestions are: for the class, for younger brothers and sisters, for neighborhood children, for children in hospitals, for the school paper, for the magazine that publishes children's contributions, for a partnership book to give to the school library.

"I move that we write stories to be made into books for children's hospitals", says a club member. The motion is seconded and voted. We set to work. We have a **goal**, we have a **purpose**, we **want** to write; the urge to write is a moving force within, and it seeks expression.

We decide to write fairy tales, fables, myths, adventures, animal tales and our own experiences.

Then if we try to be master writers, we must know how other authors wrote; we must know the tricks of the trade; we must get our tools in shape, spelling, writing, punctuation.

So we begin reading—Hawthorne, "Wonder Tales"; Lagerlof, "Adventures of Nils"; Sandburg, "Rootabaga Stories"; Colum, "The Boy Who Knew What the Birds Said"; Lofting, "Doctor Dolittle"; Anderson, "Fairy Tales"; Wilde, "The Happy Prince"; Swift, "Gulliver's Travels"; De La Marr, "Poems"; poems from "This Singing World".

Where are we to get our ideas and our plots? Why, from the world around us, and our own experiences. Our own experiences and our own ideas, clothed in the fantasy of our thought, make delightful stories, that interest not only the neighborhood children, and the younger brother or sister, but our class mates. These class mates become kindly but severe critics. They suggest that a certain description would be more interesting if vivid adjectives were used, and more forceful verbs. We make a list of such words to have them "on tap", so to speak. Punctuation becomes necessary if we are to have our stories read understandingly and have others get our thought; good writing is a matter of pride when our stories are to be sent away for others to read.

As we read the stories of great writers we find that most stories have great universal truths. Universal truths we find are given in a little lesson or a moral, tucked away out of sight behind the story. Our stories, too, must have this quality. We try to find out how the writer gets certain effects of mood and spirit, and how at the same time he teaches lessons of courage, honesty, beauty, humor, kindliness, helpfulness, truth, honor, justice. We read "The Flax", by Anderson, that song of courage and hope. In "Why There Are Corn Fields", by Sandburg, we meet Corn Fairies who wore oeralls and worked and were happy. We read "The Elephant Child", by Kipling, to see how perseverance and justice find answer. Doctor Doolittle, beloved by all of us, whose incredible adventures everyone knows are true, finds many friends among us. A host of other tales point the way for us, less learned in the art of writing and living.

We look about us: at home, the woodbox, the dishes, beds to make, fathers and mothers to help, a corner of our garden or yard, our living room, our kitchen; on our way to school, the grocer, the baker, the traffic cop, an odd old man, a mistreated dog, on the street car, acts of courtesy, of discourtesy, of politness, signs in the car; our life in school, its responsibilities, its duties, its fun, our likes or dislikes, our hopes, our ambitions; all these find expression in stories for other children.

We do not write for the teacher, for a waste basket, for a notebook to be graded; we write for others to read and to enjoy. We are writers, bound together by a common interest and a common goal. At first the results are crude, halting bits of expression, but like a piece of ancient pottery, though rough and misshapen, most of them have the touch or hint of the artistic which presages better and more beautiful form.

We do not seek to make these children literary lights. We only ask that they be allowed to have ideas and that their imaginations be stimulated through a seeing eye and heart; that through visualized experience, actual or from books, that their hopes, ambitions and ideas find expression

A student is treated as one who wants and expects to learn for himself, rather than one who is having knowledge doled out to him from a storehouse guarded by a Squeers.

Each student as a member of a group learns to appraise and evaluate his own results and those of his fellows. A sense of discrimination and of artistic values is evolved, but what is more important, certain moral and social points of view in terms of childhood are evaluated. Each seeks to become master of his tools and himself.

"Imagination, that faculty for revealing things freshly and surprisingly", is one of life's greatest forces, and it can be made strong and active through practice. It is well to imagine more beauty than one has ever seen, more goodness and truth than one has ever known.

Imagination—dreaming, if you will! But a thousand dreamers dream a dream, and one fair day across our sky sails an airplane; a thousand dreamers dream a dream, and in icebound Alaska, Kreisler's magic touch is heard over the radio; a thousand dreamers dream a dream, and a Rodin leaves a heritage, or a Hardy writes in tenderness and beauty.

So it is that we say in the words of Charles W. Eliot "Imagination is the greatest of human powers no matter in what field it works, in art, in literature, in mechanical invention, in science, in government, in commerce or religion, the training of the imagination is the most important part of education."

We, as teachers, must concern ourselves with training the will and the intelligence through imagination. It is our duty to see that the imaginations of children are not made puny and trivial, and that the wings of flight and fantasy are not clipped. Through the heroic images and loved figures of literature and through the expression of himself, the child will inculcate an ethical point of view. As a man he will communicate that point of view by means of his own life or handiwork, and in so doing "see life steadily and all in a whole".

SOCIETY FOR THE STUDY OF SECONDARY EDUCATION FORMED

The California Society for the Study of Secondary Education was formed in Oakland, California, on May 6 and 7, and officers and directors have been elected. The society is a state-wide professional body for study, investigation and report. It is essentially a scientific body to carry on a cooperative plan of research in secondary education, and as such it will publish bulletins, periodicals and reports for the benefit of its members.

Directors elected at the meeting were:

Lewis B. Avery, Oakland; C. L. Biedenbach, Berkeley; F. H. Boren, Oakland; Arnold A. Downey, Santa Maria; Arthur H. Chamberlain, Pasadena; A. H. Clifton, Monrovia; A. J. Cloud, San Francisco; W. J. Cooper, Fresno; A. C. Cooperrider, Arcata; John F. Dale, Sacramento; J. F. Engle, Auburn; L. P. Farris, Oakland; Arthur Gould, Los Angeles; E. W. Hauck, Reedley; Merton E. Hill, Ontario; W. H. Hughes, Pasadena; George C. Jensen, Eureka; Charles E. Keyes, Oakland; J. R. McKillip, Selma; Homer Martin, Santa Barbara; Willard W. Patty, Berkeley; Horace M. Rebok, Santa Monica; Alice Ball Struthers, Los Angeles; Robert J. Teall, Madera; J. C. Templeton, Hughson; George C. Thompson, Alameda; H. O. Williams, Colusa.

Those who will serve in office are:

President—A. J. Cloud, Chief Deputy Superintendent of Schools, City Hall, San Francisco.

Vice-President—Dr. George C. Thompson, Principal, Alameda High School, Alameda, California.

Managing Director and Secretary—Horace M. Rebok, Santa Monica, California.

Treasurer—Oakland Bank, Oakland, California.

The executive board is composed of:

A. J. Cloud, President; Dr. George C. Thompson, Vice-President (Ex-officio Members); C. L. Biedenbach, Principal of Berkeley High School; Arthur H. Chamberlain, Executive Secretary, California Teachers' Association, and Editor Sierra Educational News, Phelan Building, San Francisco, California; Homer Martin, Principal Santa Barbara High School; Merton H. Hill, Principal Chaffey Union High School, Ontario; Alice Ball Struthers, Vice-Principal of McKinley Junior High School, Los Angeles.

The purposes of the society as planned are given as follows:

(a) To conduct research in education, with special reference to public secondary education.

(b) To disseminate information concerning the facts of the present system of education, and more particularly with reference to public secondary education.

(c) To report on the best practices, plans and policies tending to improve public secondary education.

(d) To do any and all things necessary to accomplish these purposes.

Memberships of the society are composed of different classes, known as Corporate Members, Associate Members, Library Members and Sustaining Members.

(1) Corporate Members are entitled to all the professional privileges of the Society, to all bulletins, periodicals and reports published by the Society, and shall have the right to vote and to hold office and hold equal property rights and interests in and to the assets of the Society. The membership fee of corporate members is $10.00 and the annual dues are $5.00.

(2) Associate Members are entitled to all the professional privileges of the Society, to all bulletins and periodicals published by the Society, and to vote and to hold office. The membership fee of the Associate Members is $2.00 and the annual dues are $2.00.

(3) Library Members are entitled to all the professional privileges of the Society, and to all bulletins, periodicals and reports published by the Society, but shall not have the right to vote or to hold office. The Membership Fee of Library Members is $5.00 and the annual dues are $5.00.

(4) Sustaining Members are entitled to all the professional privileges of the Society, to all bulletins, periodicals and reports published by the Society, and have the right to vote and to hold office. The membership fee of Sustaining members is $100.00 and the annual dues are $100.00.

In explaining something of the Society, Managing Director Horace M. Rebok said regarding the publications and other aspects: "The associate membership fees probably will be entirely absorbed in expenses for the publications which will be furnished free to members. The Society will render a real and substantial service to those engaged in secondary education in California. The officers hope that the immediate enrollment of memberships will be sufficient to justify the publication of the first number of a California Quarterly Journal of Research wth the opening of the schools in the fall. This new Society, which succeeds the California High School Teachers' Association, should not be confused with the California Teachers' Association, which will continue to have its general professional, legislative and protective functions to perform; nor should it be confused with the California High School Principals' Association, which will continue to function in its field. This new organization is in accord with a great educational movement that is now sweeping the entire country and demanding professional inquiry into every phase of public education."

The article in the Creative Education Department in the April issue of The Western Journal of Education, entitled, "Our Friday Afternoons," was written by Mrs. Daisy Steeves, principal of the Rutherford school, Napa county, and not by the rural supervisor, Norma V. Hughes, as was stated.

The San Francisco public schools have been requested by the University of California to set up the exhibit again in Haviland Hall, where it will remain during the summer session. The School of Education plans to use the exhibit for illustrative purposes in a number of the Courses in Education. The San Francisco exhibit will thus be carefully inspected by a large number of teachers and students from all parts of the country. Some changes will be made in the material and arrangement of the exhibit, which it is believed will substantially improve its value for the purpose in view; the guiding purpose being to illustrate the large objectives of the schools. Additional material will show more effectively the work on the "fundamental processes," including reading, arithmetic, and composition. "Projects" in which these processes are given fullest meaning and are closely related with the school subjects will be a feature.

HOME ECONOMICS BODY TO MEET AUGUST 1

The eighteenth annual conference of the American Home Economics Association will be held in Berkeley and in San Francisco August 1 to 6, it is announced by Dr. Katherine Blunt, professor of home economics at the University of California, and president of the national organization. This will be the first time the national meeting is to be held in California, Dr. Blunt said. A general session will be held August 4 at Wheeler Hall on the University campus beginning at 9:30 in the morning. The rest of the day will be spent in business and social activities. Other meetings will be held in both the cities during the six days of the conference.

More than 250 courses, of interest to teachers in every field, will be offered by the Summer School of New York University this year, according to an announcement made by John W. Withers, dean of the School of Education and director of the summer session. The thirty-first session of the Summer School will open July 7 and continue through August 14.

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JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

J. B. Potter, superintendent of the Redondo Beach city schools, is ending the second year in his present position. Mr. Potter came to California from the Northwest. He has been instructor in the Ellensburg Normal School, Washington, and has held positions in Eastern Washington and Eastern Oregon.

A considerable building program has been carried on by Mr. Potter during the last two years. At the present time $110,000 is being spent in the erection of the Beryle Heights School.

The Central School for intermediate children has been completed at a cost of $100,000 and is now in use. It contains many features of unusual interest. There is a stage gymnasium 40 by 70 feet and an auditorium seating 600. The stage is large enough for a basket ball court and a hand ball court. There are five dressing rooms for boys and girls. Domestic Science is taken care of excellently. The Art Room contains special built-in features. The music Room has an aluminum screen and is also used for visual education. In the Central School is an up-to-date cafeteria, which is operated by the Parent-Teacher Association. Two hundred students are served each day.

One of the school's activities of which Mr. Potter is especially proud is that of orchestral music. Since the first of the school year 110 children have commenced for the first time practice upon orchestral instruments.

Henry C. Johnson, superintendent of San Diego city schools, expects to have his entire system organized on the 6-3-3 plan by the next school year. A $400,000 bond issue has just been voted to complete the program. Mr. Johnson is finishing his sixth year as superintendent of San Diego and the increase in daily attendance has been 11,000 students.

Caroll De Wilton Scott, director of Nature Study and Geography of the San Diego city schools, has worked out an excellent outline for the California Jubilee emphasis that is to be laid upon California history and geography in California schools next school year.

Mark R. Jacobs, superintendent of Montibello city schools, is planning to have the dedication of the beautiful new $500,000 high school plant a part of the high school graduation exercises June 10. Five-minute talks will be given by local citizens, addresses will be made by U. G. Durfee, assistant superintendent of Los Angeles county schools; A. C. Olney, State Commissioner of Secondary Education, and Dr. Rufus Von Kleinsmid of the University of Southern California.

S. H. Thompson, district superintendent of Whittier Grammar Schools, has carried out a very excellent motive in regard to the John Muir School, Whittier. On the grounds are planted various different kinds of rare trees and shrubs and within the building are many beautiful pictures of the out-of-doors of which John Muir is the highest representative.

FORREST V. ROUTT
Superintendent-elect of Alhambra City Schools

FORREST V. ROUTT

By Wm. M. Culp

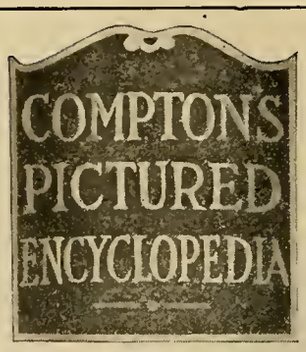
In 1906—the year of the great San Francisco earthquake and fire—when San Francisco was in smouldering ruins and the buildings of Stanford University were shaken down, Forrest V. Routt graduated from the University of California. Greeley had said, "Go West, young man, and grow up with the country." Forrest V. Routt could go no further West for he was at the portals of the Golden Gate and the Pacific lay beyond.

In 1906, if Greeley had held a doctor's chair at the University of California, he would probably have said, "Go South, young man, to Los Angeles, or contiguous territory. For there the people will come by the hundreds of thousands, villages will become cities and marshes will become great harbors."

Forrest V. Routt nineteen years ago came to Alhambra—a village of 1500 inhabitants on the outskirts of the none too bustling city of Los Angeles. He came to Alhambra high school as a teacher of English and French. The school had 60 pupils, 5 teachers and was held in one portion of a school building.

Nineteen years have passed. Forrest V. Routt is principal of the Alhambra high school, 1750 pupils are under his care, a faculty of 82 conducts the school's activities, 8 buildings are included in the polytechnic group, 27,000 individuals are numbered within the city's boundaries. Forrest V. Routt is president of the Kiwanis Club, Master of the Masonic lodge, and superintendent-elect of Alhambra city schools.

Mr. Routt has grown with Alhambra—one year as teacher, four years as vice-principal, fourteen years as principal of the same school. Now a five-years' term as city superintendent awaits him. The citizens of Alhambra believe their town is due to become a great city and they believe that



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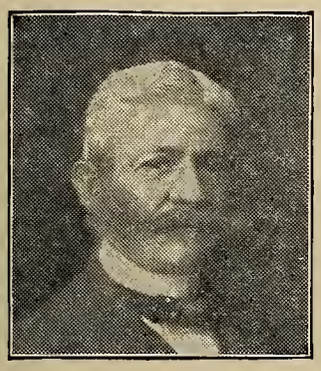

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in Mr. Routt they will have a man who will keep Alhambra ahead in educational growth. In the past Mr. Routt has given his best to those in authority and in part the building of the new million-dollar high school plant has owed many of its favorable features to his suggestions.

Mr. Routt is a man of very pleasing personality—his students admire him—his fellow citizens have honored him, and the best of success is wished him in his new position.

The Long Beach city schools have just published three junior high school reading lists—one for each grade of the junior high school. The work was done by a committee under the direction of Mrs. Elizabeth Riddel White, the elementary and junior high school head librarian.

W. Hardin Hughes, Director of Research and Guidance, Pasadena city schools, publishes an excellent Educational Research Bulletin every two months.

F. F. Martin, superintendent of Santa Monica city schools, gave a report of his trip to the National Superintendents' Convention at Cleveland to a meeting of his entire teaching force. He had all of his junior and high school principals also give a report, each to his own faculty, of the California High School Principals' Convention at Santa Barbara.

Carmel, Monterey county, is planning a $70,000 school building.

Miss Helen Keller—University of California, Southern Branch—is doing some excellent corrective work in aiding children of the Los Angeles city schools who are very much retarded in reading ability.

C. L. Geer, superintendent of Coalinga city schools, is secretary of the C. I. F. Scholastic League.

A. D. Schneider, principal of the Hughson Grammar School, expects to be able to start next school year in the new $60,000 12-room building, on which construction was started in April.

Dr. W. F. Tidyman, head of the training school at Fresno State College, came to Fresno from State College, Fernville, Virginia.

President Edward L. Hardy of the San Diego State Teachers' College, has arranged two terms for this year's summer sessions—Term I is from June 29 to August 7; Term II is from August 10 to September 1.

The teaching staff of the Livermore Grammar School, with the principal, Guy E. Brown, and the trustees of the school, spent a day in Oakland visiting schools, recently. The result of the visiting day is that the Livermore teachers desire more equipment for physical and manual training work. Plans are being made to raise the money for the necessary school improvements.

Practically every teacher of the Venice Grammar Schools, of which W. C. Conrad is superintendent, is now engaged in correspondence work or intends to take courses in summer sessions this coming vacation time. This increased interest in educational courses is due to the ruling of the Venice Board of Education that such courses help to qualify for salary increases. The present salary schedule runs from $140 to $185 per month for a period of 9¾ months. The time to achieve the maximum is ten years.

Venice will probably have an elementary school librarian next year. The plan is to at least have a part-time librarian to help build up an elementary and professional library.

Superintendent Martin of Santa Monica is planning the erection of a new school building of fourteen rooms. Construction will start June 15. The school will be used for a departmental school for the fifth and sixth grades. Mr. Martin is intending to introduce the platoon system into the Santa Monica system.

Santa Monica city teachers are planning to send several representatives to the N. E. A. at Indianapolis and are hoping to send at least one representative to the World Conference on Education at Edinburgh this summer.

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IN NORTHERN COUNTIES
By Morris Wagner

Willows

Mr. S. P. Nanninga was appointed to the principalship of the Willows high school last summer to succeed Mr. Frank Vincent.

Mr. Nanninga comes from Kansas, where he has had experience both as a high school principal and as a superintendent of schools. He has been four years in California, spending two of them at Stanford University and one at the University of California. He expects to continue at U. C. this summer and complete the work for his Ph. D. The subject of his thesis is "The Size of California High Schools in Relation to Their Cost and Offering."

Mr. Nanninga has been managing the high school splendidly and is well liked. His students have been very successful in the numerous contests held among the high schools of the Northern Counties. One of the boys tied for first place in the stock judging contest at the Davis Farm. Another won a first prize of fifteen dollars in the senior high school section of an essay contest. The subject was "The Citizen's Duty in the Exercise of His Franchise." The prize was given by the department of civics of the Northern District of California Federation of Women's Clubs. The commercial department won three cups in competition with other high schools in the northern section. The splendid cooperation of the student body and the ambitious efforts they have made make Mr. Nanninga feel that the school year has been a very successful one and that teaching in the California school system is very satisfactory.

Maxwell

Mr. E. J. Irwin of the Maxwell Union High School is making some additions to his school this year. A clock system is being installed and also sidewalks and tennis courts. The recently added showers in the gymnasium together with the improvements in process of being installed will make this one of the best equipped and most complete high school plants in Northern California. The auditorium will seat only three hundred people, and as a result of the growth of the school they are putting a stage in the gymnasium and can arrange seats for eight hundred in this way. Mr. Irwin has been principal of the Maxwell High School for several years and may well be proud of the growth of the school.

Colusa

Mr. H. O. Williams, formerly of Tracy, last year became principal of the Colusa High School. Mr. Williams has worked very hard not only in the high school but in the struggle Colusa has been making to put over a bond issue for a new building. Two years ago the bonds were defeated two to one. In April of this year a bond issue of $200,000 was put before the people and carried five to one. Very careful plans and a detailed statement of what the money was to be spent for, together with showing the absolute inadequacies of the present plant, induced the people to vote for the bonds. The new high school is to be a complete high school plant and includes shops, a gymnasium and administration building. A fifteen-acre tract has been purchased on the highway. This is joined on one side by municipal baths and on the other by the new seven-thousand-dollar municipal ball park. Both will be available for the use of the high school students. The buildings are to be brick veneer and of the same architecture as the municipal baths, which will make a very fine group of buildings.

Colusa students will make good use of the ball grounds, as they are strongly interested in athletics. They won the state championship for Class B football this spring.

GEORGE T. BERRY
Butte County Superintendent of Schools

Mr. George T. Berry was appointed in January to succeed Mr. C. H. Neilsen as county superintendent of schools in Butte county. Mr. Neilsen has accepted a position in the Sacramento Junior High School. Superintendent Berry prior to his appointment had been principal of the Durham grammar school for five years and is well acquainted with conditions in the rural schools of Butte county. He was born in Crescent City and had his first teaching experience in a one-room school. He graduated in 1914 from the University of California and took his graduate year in 1915. Mr. Berry taught four years in the Bakersfield High School, so that he is thoroughly prepared and experienced in both high school and elementary school work. Mr. Berry's genial personality and fine spirit of cooperation, together with his progressive approach to education, should make him especially successful as a county superintendent of schools.

Roseville

W. T. Eich, superintendent of schools in Roseville, is just completing a new eight-room school building, making four schools in Roseville. The new building is to take care of the increase in the last two years. Next year it is planned to add two more rooms to the Atlantic school, making it an eight-room school and auditorium. The Atlantic school will then be used for seventh and eighth grades. There will be thirty-five teachers in the Roseville grammar schools next year and two special teachers for music and art. There is an enrollment of about eleven hundred at present and it is steadily increasing.

The Pacific Fruit Express Company is buying more land, expecting to enlarge next year. The Southern Pacific, which has enormous yards in Roseville, is enlarging them again this year. The increasing activities of these two companies is continually bringing new people into the district. Superintendent Eich states that the school attendance has doubled since he came there six years ago.

A trustees' institute was held May 9th for the trustees of Butte county. The speakers were Superintendent Hanlon of

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Contra Costa county, who talked on Rural Supervision; Mr. Herron of the state office, who discussed "Finance as the New Legislation," and Mr. Stoltz, who talked on "Physical Education," emphasizing health education.

Yolo County

Harriet S. Lee, county superintendent of schools, is giving both intelligence and achievement tests in Yolo county this spring. Miss Marion Canfield of the University of California is doing the work, which has been in progress since the first of March and the entire county will have been covered by the close of school. It is interesting to note the achievement and intelligence tests are being given at the same time. Miss Lee feels that in this way she can tell exactly whether the schools are functioning to their highest capacity and the individual child accomplishing the best work of which he is capable.

POSTURE WEEK

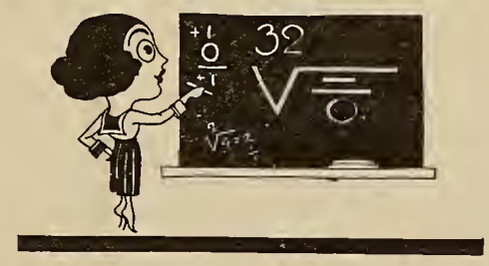
"Posture Week" was held in the Richmond elementary schools under direction of Miss Ruth Hesbol, supervisor of physical education. A concerted effort was made to have the pupils hold the proper posture while walking, standing and sitting.

Every pupil started the week wearing a tag, "Posture Week, April 13 to 18." If a pupil was seen by a faculty member in a slouch, sag or stoop, he lost his tag. The theory that was impressed upon the youngsters was that proper posture means good health, economic and social success and a proper mental balance.

A flower show given by the school children, races and athletic contests, featured the annual county school picnic held in Sacramento county, with County Superintendent R. E. Golway in charge. The affair was attended by elementary and high school pupils, trustees, teachers and parents.

Trustees of Los Angeles county schools held a convention in Pasadena the latter part of April with a good attendance present. Speakers of the day included L. E. Chenoweth, Kern county superintendent of schools; Fred M. Hunter, Oakland city superintendent, and Mark Keppel, Los Angeles county superintendent.

The cornerstone of the new $80,000 school building at Loomis, Placer county, was laid on May Day with appropriate exercises. Earl Gates is principal of the Loomis grammar school.



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A new $12,500 school building is to be erected on Terminal Island, near San Pedro. W. E. Record, business manager of the Los Angeles Board of Education, is the architect of the building.

The Savannah school district, near Alhambra, has voted a bond issue of $36,000 for school building purposes. It is stated that at the present rate of growth, even with the additional facilities, the school capacity will be taxed by the opening of schools next September.

One hundred and twenty-eight students of the Pittsburg Grammar and High School, visited the State Legislature in Sacramento and inspected Fort Sutter recently. Teachers who chaperoned the students were Miss Elroy Hill, Miss Erla Wall, Mrs. W. B. Youngberg and Robert Gibson.

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Coronado school system is to be enlarged by an additional $16,000 playground and a $60,000 addition to the grammar school building as the result of a bond issue held in March, when the citizens voted for the bonds ten to one.

Hesperia and Helendale, schools on the Mojave Desert in San Bernardino County, where Miss Ida M. Collins is superintendent, are to have new buildings. The structures will probably be ready for the fall term.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

Miss Essae M. Culver has been appointed to undertake the work of demonstrating in the State of Louisiana what can be done by library extension, as provided for by the Carnegie Foundation, in its gift of $50,000 to the League of Library Commissions. This money is to be spent within three years for purposes of demonstration in some state or states where library service has not been emphasied. Mr. Milton J. Ferguson, state librarian, is chairman of this committee of the League of Library Commissions.

The Riverside Library Service School is planning its usual six weeks' summer session to begin June 29th and to follow the usual lines. Correspondence indicates a heavy registration. The winter session, which closed March 13th, had a total registration of eighteen students.

The entrance of the library has been transformed by the removal of the reading tables from the entrance hall and the substitution of a number of glass show cases for the display of rare and beautiful books.

Miss Marion B. Wellar, for several years connected with the Utica, New York, Public Library, a student of the winter session, is now in charge of our children's room and will conduct an occasional story hour.

On February 1st there was held at the Glenwood Mission Inn the annual meeting of the Sixth District, California Library Association, a luncheon being given in Pilgrim Hall of the First Congregational Church. About two hundred members were in attendance. In addition to a morning and afternoon of speeches, there was an exhibition of paintings and sculpture by Los Angeles artists arranged primarily for the pleasure of the visiting librarians.

The Board of Education for Librarianship of the American Library Association visited the library and library school March 2nd and was entertained at luncheon by the board of directors of the library and a limited number of invited guests.

The annual luncheon of the Riverside Library Service School was held at the Glenwood Mission Inn, Saturday, March 7th. About seventy-five persons attended, including present and former students, teachers and board and staff members and friends of the school.

Miss Thelma Brackett has resigned as librarian of Siskiyou County Free Library and will take a few months' rest. Miss Ellen Frink, assistant in the Monterey County Free Library, was appointed in her place and took office on April 15th.

On April 19th a disastrous fire occurred in Maricopa which destroyed several buildings and badly damaged the branch library. Though the building is of brick with mission tile roof, the window frames caught fire and the windows fell, admitting the flames. Quick work on the part of volunteer fire fighters saved the building and its contents, though the books were damaged by water, and the furniture blistered by the intense heat. Repairs are being made and it is hoped to have the building open for business without serious delay. The library means much to the people of that community.

Miss Anne Margrave, librarian of Inyo County Free Library, took an interesting trip recently with other officials of the county, during which they visited the plant of the Pacific Coast Borax Company at Ryan, Tecopa, Death Valley Junction, and Shoshone. At these points, which seem at first thought so remote from the comforts of civilization, were found the most complete arrangements possible for the physical and social welfare of all those who are employed by the company. It goes without saying that books will be provided by the county library of Inyo, for that is the chief joy of the county library system throughout the great State of California.

"The white heart of Mojave," by Edna Brush Parkins, has done much to increase interest in the Death Valley region. Delightfully written, it gives a vivid picture of a trip into this desert land of fierce and changing moods, whose very name breathes fear and uncertainty.

Many libraries in the state give library service to all of the institutions in the city or county, but in some instances it is carried to a larger degree than in others. In Stockton, a branch library has been established at the municipal baths, as well as at factories, engine houses, and schools. Each hospital has a branch library, and weekly visits are made by a library assistant, who visits the wards, and permits each patient to make his own selection of books from the collection provided. In one hospital over a thousand books were thus placed in the hands of the patients.

Mr. Leigh H. Irvine, secretary of the Kern County Chamber of Commerce, has just published a booklet on "Kern, Land of the Sun", in which he demonstrates the relationship between sunlight and health, the curative value of the sun's rays for many of the ills of life, and the wholesomeness of days of unbroken and fogless sunshine. He says: "Radiation after sunset is so rapid in summer that the warmest days are followed by nights so cool that sleep is refreshing. The secret of comfort in dry and sunny climates is to sleep in the open air or in bedrooms well shaded. In ventilated buildings on which the sun

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Los Angeles City Schools

For twenty years, the author was a university professor of biology of recognized achievement in research.

During the last twelve years, Dr. Edwards has led the teachers and pupils of Los Angeles into the realm of nature, showing them how every plant and animal, however commonplace, has an interesting story of relationships.

General divisions of this work are: Sense Education: Soil; Plants and Animals of the Home Neighborhood; Mammals of the Circus; Sea Shells and the Animals Who Make Them.

XI—213 pp., 6x9, cloth, Price $1.50

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has not beaten for many hours, there is no complaint of discomfort, but the man who comes from the coast clad in heavy clothing which he continues to wear will feel uncomfortable, especially if he goes to a room on which the sun has been beating all day." The booklet is written in a sane attempt to show that the sunshine of the San Joaquin Valley is a great asset not merely for the production of the finest fruits but for the health of the people who live there. Incidentally it ought to offset the remarks of those from other parts of the state who imagine that it is always "hot in Bakersfield and more so in Fresno." If they come from farther north the statement is reversed and "it is always hot in Fresno, and hotter in Bakersfield." It is a chuckling joy to denizens of the valley counties when these visitors arrive at a time when the air is crisp and invigorating with a degree of cold not found on the coast north or south. Mr. Irvine's words of parting advice are not to be lightly set aside: "Many of those who fall under the lure of the word, California, possibly after reading advertisements or viewing pictures, dwell too much on its scenic glories and climatic advantages.

"It is a fatal mistake to overlook the fact that toil and disappointment may come to those of best intentions, for no county is exempt from mortal sorrows and the consequences of bad judgment and inefficiency. The golden California of past generations long ago disappeared—the vanished days when there was room for all and food for all without effort. Hospitality rampant was then the coat of arms, but that period belongs to the long ago.

"Home seekers should use care in deciding where they cast their lot, ever remembering that there is a wide variety of climates and opportunities in the great commonwealth that stretches from Ogden to the Mexican border, where all climes and vegetations may be found, either in its great valleys or on its cloud-reaching mountain slopes.

"No loyal Californian, no honest person desires to induce anybody to abandon his home under misrepresentation and exaggeration."

The thoughts of the librarians of the state turned northward as the time approaches for the pilgrimage to Eureka for the meeting of the County Librarians and of the Californuia Library Association on June 27th to July 1st, and of the American Library Association at Seattle July 6th to 11th. Many are planning to attend both conventions.

United States Civil Service Examination

The United States Civil Service Commission announces the following open competitive examination:

Junior librarian, $1860 a year.

Library assistant, $1680 a year.

Receipt of applications for these positions will close May 29. The examinations are to fill vacancies in the Departmental Service at Washington, D. C., and vacancies in positions of station and hospital librarian and assistant hospital librarian in the Field Service.

Full information and application blanks may be obtained from the United States Civil Service Committee, in Washington, D. C., or the secretary of the board of U. S. Civil Service Examiners at the post office or custom house in any city.

Accordinging to data gathered by Guy V. Whaley, superintendent of the Pomona city schools, 153 teachers are now employed in the in the school system of the city against 109 five years ago. In reporting the result of his survey to the Board of Education, Mr. Whaley recommended that provision be made in the contemplated bond issue for a five-year growth. The school men of the southern city are discussing segregation of the Mexican children, as they are regarded as a hindrance to the general conduct of the school work.

J. A. Raitt, superintendent elect of the Paso Robles schools, has made a school budget for the town, in which there is an $8,000 reduction in the annual expense. The chief cut is made by Raitt in a reduction of the teaching force, five instructors being dismissed. Operating costs from July 1, 1924, to July 1, 1925, will amount approximately to $63,000, Riatt's report showed. Riatt's plan was accepted by the Paso Robles Board of Education.

TEHAMA COUNTY HISTORY

J. D. Sweeney, superintendent of the Red Bluff city schools, has written the story of Tehama County and the article has been published in a thirteen-page pamphlet by the Daily Observer of Corning and distributed to every high school student there. Mr. Sweeney is a student of California history and a recognized authority on the subject. In his story of Tehama County the author treats both the history and geography exhaustively. He begins with earliest records of the county and tells of the noted trapper, Jedediah Smith, who was believed to be the first white man to visit that section of the country. The geography, resources, development, prominent people, towns, railroads, schools, industries, are all dwelt upon in a thorough and interesting manner. Mr. Sweeney recently gave a radio talk on John Bidwell He has published in the daily papers various bits of California history and the August number of "Adventure" will carry a story by him of a California pioneer.

The John C. Fremont Elementary School, Fresno, first to fourth grades, has just been finished and is now occupied. Miss Margaret G. Gillespie, who has 33 years of teaching experience to her credit, is the principal of this school.

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BOOK REVIEWS

NATURE-STUDY, Part I, by Charles Lincoln Edwards, Ph.D., Director of Nature-Study, Los Angeles City Schools: Believing that nature-study "is a recreation subject with the world for its playground," the author has written a thoroughly practical and charming book of facts in story form which will lead the primary teacher down the right road when opening the minds of the children to the mysterious world surrounding them. Suggestions and methods of procedure, together with questions, vitalize each lesson. These subjects are dealt with in interesting detail following chapters on the Spirit of Nature-Study and Sense Education: Soil; Plants; Mammals; Mammals of the Circus; Birds; Reptiles, Amphibia and Fish; Seaside Life; Snails; Slugs and Earthworms; Insects. In this volume the busy teacher will find suggestive and inspirational material which should be invaluable in the school room and during nature-study excursions. The arrangement of the book is such that anyone can very quickly use it as a reference. The material as written by the author is highly commended by such educators as David Starr Jordan, Grace C. Stanley and Clarence V. Hahn of New York. (Hesperian Press, Los Angeles. Price $1.50.)

HAPPY HOLIDAYS FOR CHILDREN, A Collection of Ninetcen Songs, by Leila France. Primary teachers who deplore the scarcity of holiday songs for little folk will eagerly welcome this group of songs. Songs for each day to be observed in the school year are in this volume, including New Year, Lincoln, Valentine's, Washington, Arbor Day, May Day, Easter, Vacation, Flag Day, etc., etc. (Elite Music Company, 70 Santa Monica Way, San Francisco. Price $1.25.)

HERE AND NOW STORY BOOK, by Lucy Sprague Mitchell. Any work done by this author is sure to arouse enthusiasm, inspiration and interest in teachers, for Mrs. Mitchell's successful experiments and the conclusions that she has reached are milestones on the road to education. Not the least interesting part of the "Here and Now Story Book" is the introduction, which is an intimate glimpse of the child world and how to handle the various phases of it so that each may be made to mean something to the child. The psychology is sound and strikes a new keynote. A collection of simple stories follows. Each story is realistic and comes within the experience of the child. It is a relief to pick up a truly practical book that proves that interest can be created out of life situations instead of mythical situations that do not come within the child's experience, unless he is shoved into the realm of imagination. (E. P. Dutton & Co.)

PERMANFNT BIRD HOUSES, by Gladstone Califf. As interest in birds increases and their economic value is more appreciated, commercial houses have bird homes for sale. Children are interested in birds and it is a natural desire on their part to make homes for their feathered friends. Schools can utilize this interest in manual training and "Permanent Bird Houses" has about thirty-five plans for bird houses and conveniences for them, that can be worked out in the school room. This handy volume contains pictures, plans, and instructions for many varieties of birds and their homes. Individual differences are recognized and plans are made accordingly. (The Bruce Publishing Company. Price $1.)

LEARNING TO TYPEWRITE, with A Discussion of the Psychology and Pedagogy of Skill, by William F. Book. This material is divided into three parts: The Psychology of Skill and Laws Which Govern Its Acquisition in Typewriting; Scientific Analysis of Learning to Typewrite; The Role of the Teacher in Selecting and Directing Learners of Typewriting. This book, dealing with the teaching of typewriting on a psychological basis, offers an interesting approach and brings out fundamental principles that should greatly assist in the process of both teaching and learning. (The Gregg Publishing Company. Price $2.80.)

PAL O' MINE, King of the Turf, by Clarence Hawkes. Telling a thoroughly human story of a horse as well as the heroic qualities of a lively boy at the time of the Civil War, this book strikes a fresh note in the world of children's literature. Hawkes' stories are all true to life and carry the breath of the great out-doors, the human side of animal life, and bear the mark of a good story teller, and this book is no exception. Pal o' Mine is a gift to a boy and the experiences of the boy and horse through boyhood and young manhood, over the race track and through the Civil War, combine to make a story thrilling and adventurous, wholesome, and though not pointing a direct moral, still carrying a lesson which will do every young person's heart good. Illustrations were drawn by Charles Livingston Bull, formerly of San Francisco. (Milton Bradley Company. Price $1.50.)

TWO THOUSAND SPELLING DEMONS, The Words Most Frequently Misspelled by High School Students, With Provision for Their Mastery, by Ward G. Reed. Though this book is designed for high school students, the material it includes in spelling, the use of apostrophes, abbreviations and common Latin phrases, is of such practical value that any person engaged in study, writing and business in its various phases, should find it a handy reference. From the school angle it goes without saying that if such a book is properly used and emphasized it will not be necessary to use it later as a reference. Various sections of the book have helpful pages, such as: "Suggestions to Teachers," "How This Book Was Prepared," "How to Learn to Spell," and then there is the listing of the 2000 demons. (Silver, Burdett and Company.)

THE HUMAN TOUCH, Memories of Men and Things, by Lyman P. Powell. When a person is really "doing things," it is inevitable that he meets the great and the near-great. The author being a man of wide experience and great accomplishment has written an interesting volume of running comment upon people and things that gives side lights on many who have entered the door of fame. Among those whom the author has met and of whom he writes are Woodrow Wilson, Theodore Roosevelt, Calvin Coolidge, Ellen Terry, Kathleen Norris, Walt Whitman, George Haven Putnam, George Cohan, Edward Everett Hale. The "human touch" in this book is thoroughly human and the bits of philosophy add a charm that it is hard to resist. (P. P. Putnam's Sons.)

BIRD ISLANDS OF PERU, by Robert Cushman Murphy. This is a bit of geographical literature which tells of birds on the coast of Peru and adjacent islands. The material is both narrative and descriptive and is illustrated with photographs. (G. P. Putnam's Sons.)

BOOKS AT GRADUATION TIME

"Give books to graduates!" said Doctor Frank Crane in a recent article.

"As you look about for some present to give to the graduate, permit us to suggest a book.

"Of all presents, the one that is best suited as the vehicle of friendship is a book. . . .

"A book carries with it something of your own spirit. Its contents have intrigued you. Its flavor has appealed to you. Its message has found an echo in you. What more appropriate thing can you do for a friend than to pass on this impression? . . . .

"Go down to your book store and spend an hour. But, above all things, read the book before you give it, and have it pass through your personality."

Teachers frequently have an opportunity to advise parents and friends of their pupils in the selection of graduation gifts. Suggestions of books as the appropriate gift will be welcomed and the teacher can mention books which the boy or girl will be delighted to own.

Many parents are adopting the custom of giving a book to a child when he is promoted from one grade to another. What a wonderful library a high school graduate would have if each year of his school life he had received books as a promotion reward!

If the graduating class is puzzled over the choice of a farewell gift, suggest that a group of books for the second library makes an ideal gift to the school. Principals and teachers can help in the selection of books, and the children's enjoyment of the library and interest in supplementary reading will be increased as a result of the class gift.

A new poster for the school assembly room or library, picturing the idea of books for graduation gifts, has been prepared by the National Association of Book Publishers. Address the Association at 25 West Thirty-third Street, New York, if you would like to have a copy of the poster.

The University of California, Southern Branch, summer session at Los Angeles runs from June 27 to August 8, 1925.

The University of Southern California, Los Angeles, has two summer sessions listed, one from June 15 to August 7; the other June 29 to August 7.

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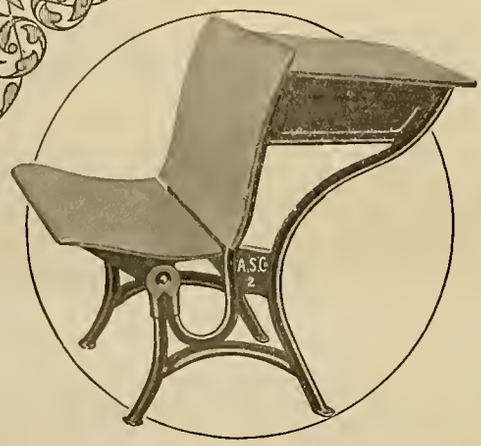

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Geography is a natural science, and as such, should receive a scientific treatment. This can be done only by attacking the problem of man's reactions to his physical surroundings in areas of quite uniform physical conditions; in other words, geographic regions. The great function of geography is to show how large physical areas of a similar character control the life, industries and social development of the people within these areas. This makes possible an understanding of local and international relationships which political boundaries fail to show.

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THE WESTERN JOURNAL of EDUCATION

JUNE, 1925

MAMIE B. LANG
The New State Commissioner of Elementary Schools.

LEADING ARTICLE

Recent changes in Kindergarten Primary Training and Certification in California, by *Charles W. Waddell* of the University of California, Southern Branch.

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INTERNATIONAL KINDERGARTEN CONVENTION TO BE HELD IN LOS ANGELES

Great enthusiasm over the International Kindergarten Union Convention, to be held in Los Angeles July 8-11, on the part of the delegates who have already been chosen, is indicative of one of the liveliest and most successful conventions ever held. Word has been received from Seattle, Washington, that a party of 100 has already been organized, and Portland, Oregon, is organizing forces to come in a body. Advice from Arizona states that many teachers in kindergarten and primary work are coming to attend the convention and summer session and that delegates have already been appointed. Mrs. Edna Alder of Phoenix will be the State delegate. Delegates from Honolulu have been chosen. In the eastern cities plans are being made and word is arriving daily of more visiting teachers and delegates who are coming to the convention, the first ever held in the West.

On the evening before the convention opens a State dinner will be held, attended by California delegates, and at that time the final plans will be completed and last-minute plans expanded. Between 400 and 600 are expected to attend this affair.

The morning opening the convention will be devoted to board and committee meetings and to visiting kindergartens and primary grades. In the afternoons a conference of class room teachers of kindergarten and primary grades will be called for discussion of problems pertaining to their work. A topic to be spoken on by Miss Louise Alder, chairman, will be "Play Activities in the Kindergarten and Primary Grades."

The opening session will be held in the evening, when Mr. Will C. Wood, California State superintendent of schools, will deliver an address of welcome, and Miss Catherine R. Watkins, supervisor of kindergartens of Washington, D. C., will speak on "The Child's Own."

A reception, given by the Friday Morning Club, will be a feature on the program, and will be given in special honor in the memory of the late Madame Severance and Kate Douglas Wiggins, two people who have been instrumental in establishing much of the kindergarten work.

On Delegates' Day a spectacular pageant will be held at the campus of the State University, Southern Branch, led by Miss Barbara Greenwood and Miss Allene Seaton, first and second vice-presidents, respectively. The delegates will all be dressed in white, but the different States will be distinguishable by means of the manner of headgear worn by all delegates of the various States.

Many luncheons to be held at interesting places in and about Los Angeles have been planned, as well as numerous automobile drives to the historic California missions and other points of interest.

(Continued on page 5, column 1)

Recent Changes in Kindergarten-Primary Training and Certification in California

By Charles W. Waddell,
Director of Training Schools, University of California, Southern Branch.

In view of the meeting of the International Kindergarten Union in Los Angeles in July of this year, it seems to be an opportune time to recount some of the things which have happened in the past eight years to change the whole kindergarten-primary situation in California. Since in the Los Angeles State Normal School and in the Teachers' College of the University of California, Southern Branch, which succeeded it, and much of the impetus for these changes originated since the writer of this article happened to be much involved in all of it he has been asked to tell something of the steps by which these changes were brought about. He has, therefore, within the past few weeks, gone through the files in his office to find all the material bearing on the early history of the new kindergarten-primary movement in the State and in the institution in which it originated.

The active interest of the writer of this history in the movement in question began very soon after he assumed the directorship of the Training Department of the Los Angeles Normal School in the spring of 1917. One of the earliest of the serious problems discussed with Dr. E. C. Moore after he came to Los Angeles as president of the Los Angeles State Normal School at the beginning of the academic year of 1917-1918, was that of the kindergarten training course. It seemed to the writer and to several of his associates that the time was ripe for a radical change in the type of training then being carried on in the institution. A number of conferences on the subject were held over a period of more than a year. The movement was aided and supported in its early stages by Miss M. Madeline Veverka, who left the faculty of the State Normal School during the year 1917-1918 to become the supervisor of kindergarten-primary grades in the city of Los Angeles. Miss Veverka had occupied the position of training teacher of the first grade for several years and at the time of her resignation was instructor in rural education. During her occupancy of the former position Miss Veverka had made a serious attempt to carry over into the primary field much of the spirit and atmosphere of the kindergarten. In her position in the city she continued to work constructively to this end. She also attempted to develop among the kindergartners themselves a modern progressive type of practice and to sharpen and define more clearly, in terms of the actual needs of little boys and girls, the aims and objectives of kindergarten work.

Of necessity, much of the training of student teachers in the Normal School was carried on in city kindergartens. Miss Veverka was willing to go to any length within her power to find places for students in training where they might see and learn by practice the best and most progressive type of kindergarten work. Her attitude in the matter was well expressed in a letter the writer received from her in April, 1919, in response to a request for opportunities she might be able to furnish where students could secure training in the new type of kindergarten. "To be frank," she says, "I cannot imagine anybody wanting students to see or to work in anything that is so antiquated, so fossilized and so remote from modern educational interpretations as are some of the kindergartens of this country. I realize that human nature hugs very tight to what is. It is no easier for me to surrender my own old practices, and my old point of view, than it is for anybody else; but just common honesty and the overwhelming evidence of modern movements and recent studies in education compel me to turn my face to the new problems and to make an honest effort in their situation. I look for the day when the normal school will stand out fearless and strong for education, and when it will be brave enough to examine its own methods and that it will have skill to put into practice with real children what it preaches from its classes in pedagogy and psychology."

In spite of such cooperation it was difficult to find many teachers who were sufficiently imbued with the newer ideals to offset in practice the older type of academic and professional training which still prevailed. It soon became very clear that any marked change for the better must come by a radical revision of the whole policy of the kindergarten department and of the curriculum for prospective kindergarten-primary teachers. As early as the spring of 1919 the writer had proposed to President Moore the abandonment of the type of kindergarten training that had long prevailed. In the spring of 1920 Dr. Moore opened the way for such revision of policy.

The first step was the abandonment of the kindergarten department as such. This step seemed indispensable in order to bring the work of students in training into vital touch with that of teachers and students in other fields. The isolation, the narrowness, the aloofness, the self-satisfiedness of many of those trained in the old way had to be broken down. If the kindergarten was to render its real service to education it must become an integral part of the whole educational scheme. If the initial attack upon the problem of child education as represented by the kindergarten was correct, why should the whole attitude, point of view, and practice of the primary grades depart radically from those of the kindergarten? Why, we argued, should not great good come from a close unification of the work of the kindergarten and primary grades? If such unification were to be effected it must be done by broadening the interests and the training of prospective teachers in this field. The whole training must be based upon a sounder psychology and grounded upon modern educational principles.

The abandonment of the kindergarten department as a separate and distinct department called for immediate consideration of curriculum.

At the call of the writer several lengthy conferences were held in his office during the spring of 1920, at which the following persons met with him for consideration of this problem: Miss M. Madeline Veverka, then supervisor of kindergarten and primary grades in Los Angeles City; Miss Barbara Greenwood, kindergarten teacher in the University of California, Southern Branch; and Mrs. Ethel B. Waring, formerly training teacher of the first grade but at the time supervisor of kindergarten-primary grades in the University of California, Southern Branch.

At these conferences discussion was first had of the minimum essentials in the training of kindergarten-primary teachers. While due consideration was given to practices and traditions of the past, we were determined not to be bound by any of them. The first result of these conferences was the formulation of the following outline of the ground that should be covered in a training course for kindergarten-primary teachers:

Essentials in Kindergarten-Primary Training

I. Study of Child Growth and Development—
  1. Physical growth and hygiene:
    a. Child physiology birth to 8 years.
    b. Child care based on (a)

2. Mental developments and hygiene:
   a. Natural course of spontaneous development.
   b. The care, direction, supervision and necessary means to normal development.

II. The aims, ideals and principles of pre-primary education in home and school.

III. Study of the materials and activities which promote the physical and mental development of children from birth to 8 years.
   1. Play, toys, constructive materials, stories, songs, nature materials.

IV. Observation and practice in supervision of child activity proving the teacher's ability to observe, direct, provide necessary materials and to stimulate educative activities of children 4 to 8 years old.

V. The history of pre-primary and primary education with emphasis upon the contributions of Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Hall, Dewey, Montessori. Especial attention given to modern experiments in pre-primary education with criticism and evaluation of these contributions in the light of modern child psychology.

VI. A study of the means of measuring child progress and child accomplishment. Goals, tests, standards.

VII. A study of subjects needed for the teacher's own development—
   1. Oral and written expression, story telling.
   2. Music.
   3. Handwork, construction and art.
   4. Nature study.
   5. Physical education, plays and games.
   6. Psychology—
      a. General and educational.
      b. Infant and child psychology.
   7. Method courses.

With the outline as a guide a two-year curriculum was constructed and a somewhat detailed description of the various courses, particularly those in education, was written. Much of the work of drafting the original descriptions fell upon Mrs. Waring. These were revised and rewritten after discussion by the group. This revised curriculum was first published in the Bulletin of the University of California, Southern Branch, in July, 1920. Students who were then in school had their work adjusted to the new curriculum, although as yet we could hold out no definite promise that they could be certificated beyond the first grade.

The next important step was the apportionment of various parts of the curriculum to the several academic departments of the University. For example, the courses in kindergarten-primary plays and games were to be taught in the physical education department; the courses in kindergarten-primary handwork and constructive arts were to be taught in the department of fine arts; the kindergarten-primary music, by the music department; courses in primary reading and stories, by the department of English and public speaking; and so on throughout the various parts of the curriculum. These were for the most part entirely new courses for the departments involved. Very naturally it was necessary that many conferences be held between those more vitally concerned in the planning of the curriculum and those chosen by the respective departments to give these courses. In addition to the work of those who pioneered in the movement much has since been done by Miss Katherine McLaughlin, who came, with the beginning of the school year of 1920-1921, to take charge of the education courses and to act as advisor on all matters concerning the kindergarten-primary curriculum.

During the second and third years after the new curriculum was put into effect, new members were added to the staff in several of the more important departments who were not only specialists in their subjects but who had some training and experience with the problems in the kindergarten-primary field. In this way the quality of work done in kindergarten-primary training has steadily improved since its inception. This improvement was in large part the result of a series of conferences that extended over a period of two years. These brought about a better arrangement of content and a better articulation of the courses within the curriculum. Furthermore, since the course has been lengthened, first to two and one-half years and now to three years, it has been possible to greatly enrich and broaden the academic preparation of the candidates for the kindergarten-primary credential. For those who so desire there is now provided

CHARLES W. WADDELL
Director of Training Schools, University of California, Southern Branch

a full four-year curriculum leading not only to certification but to the bachelor's degree. Even though the length of course has increased, the enrollment has steadily risen from less than ninety to more than five hundred at present.

Having launched a course of training including preparation for the primary grades as well as for the kindergarten, another important task remained to be undertaken. The laws of the State provided only for certification for kindergarten and the first grade. If the new course was to render the real service we had in mind this must be changed.

In the early spring of 1920 a letter was sent out to the presidents of the various normal schools of the State to get their reactions regarding a proposal to so revise the school law as to provide for certificating kindergarten-primary teachers for the kindergarten and first three grades. The replies were all favorable except that President Burk and President Hardy would have preferred that only grades one and two be included and President Kemp and some of his associates would have been glad to see the line drawn at the fourth grade. Letters were also written to Superintendent Will C. Wood, to Mrs. Margaret McNaught, commissioner of elementary schools; Mr. A. C. Olney, commissioner of secondary schools, and to Dr. E. R. Snyder, commissioner of vocational education. All favored the proposition in a general way and were ready to listen to the details. Superintendent Wood had the matter discussed in his cabinet. The proposal was further presented by the writer at the meeting of the State Conference on Teacher Training which met that year at Coronado. On several other occasions during these months personal conferences on the matter were held with Superintendent Wood and the various commissioners of education. So much encouragement was met with on every hand that the writer went through the school law and prepared a revision of those sections in which mention was made of kindergarten certification. This and two later revisions he submitted to Superintendent Wood, who took great interest in the matter and made such changes as he considered essential. Mr. Wood in his final wording of the bill, which was at last submitted to the legislature, wisely followed the suggestions which came out of some of our discussion with interested groups. This was that the law be so worded as not to disturb in any way the status of those already certificated.

Early in 1921 the writer discussed the merits of the bill before the Kindergarten-Primary Council in Los Angeles and before the officers of the Los Angeles City and the Los Angeles County teachers' organizations, all of which took favorable action and did much to support the bill after the changes above mentioned had been made. The bill was presented as S. B. 537 by Senator Jones. It met with very little opposition of any kind, and having the hearty support of Superintendent Wood and the commissioners

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of education as well as that of teachers generally, it was passed, signed by Governor Stephens and became the law of the State in July, 1921.

As finally worded, that section of the amendment which is of most significance reads as follows:

"(d) Kindergarten-primary certificates, authorizing the holders to teach in any kindergarten class in the county and in such other grades as may be authorized by law; provided that the holder of any kindergarten-primary certificate who shall present a credential from the State Board of Education vouching for his fitness to teach in the first, second and third grades of the elementary school may teach in any such grades of the county."

In August, 1921, shortly after the bill became effective, the University of California, Southern Branch, recommended to the State Board of Education for certification under the law some forty-one young women who had completed the new curriculum. This was made possible by the fact that the revised curriculum had anticipated by a year or more the contemplated change in the law. In the meantime the course of study had been submitted to the State Board and approved by them.

The following paragraph is taken from a letter which was sent out to school superintendents and school trustees over the signature of the writer and that of Miss M. Burney Porter, appointment secretary of the Southern Branch, University of California. It was intended to acquaint them with the objectives we had in mind for those trained in this curriculum and we shall make it our final word:

"They have been taught to make the kindergarten a more vital, necessary and a more practical part of the child's early training. They have been taught to carry over into the early years of the elementary school the best contributions which the kindergarten has made to early education, viz., the spirit, atmosphere, the freedom and spontaneity, the initiative, self-direction and the joy in accomplishment which characterize our best modern kindergartens. They have been taught to break up the formality and excessive restraint of the old-time primary work without neglect of accomplishment of the primary ends of early education; to teach individuals rather than groups; to encourage rapid progress whenever it is possible, but at the same time not to attempt to force formal learning before the child is ready for it. They have been taught to aim at character development as definitely as at progress in reading, writing, and numbering and to try to measure progress in the former as in the latter."

(Continued from page 3, column 1)

Interesting and instructive lectures will form a large part of the program, including an address by Dr. Arnoll Gexsell of Yale University. Dr. Lightner of the State University of Pennsylvania, Dr. Josephine MacLatchy of the Ohio State University and Miss Clara Wilson of the Nebraska State University, Miss Lulu Crabbs of Columbia University are all scheduled to appear on the program. Dr. Shepherd I. Franz will speak on "Psychological Aspects of the Pre-School Child."

A special feature will be given by Miss Fanniebelle Curtis of New York, who has been instrumental in carrying on in France primary and kindergarten work and who has done much to further the progress of the I. K. U. aims, will tell of the Community House in France, to be illustrated with moving pictures.

WESTERN SCHOOL NEWS

Los Angeles is spending twelve million dollars on new schools this year. The average increase in enrollment since 1919 has been 20,000 each year, according to report.

M. R. Trace, principal of the Hester School near San Jose for the past twenty-five years, died suddenly at his home recently. Mr. Trace was 77 years of age and had planned to retire at the end of this school year.

Teachers of San Francisco have won their fight for increased pay. The Board of Supervisors recently approved the supplemental recommendations of the finance committee granting an increase of $1.00 a day for the next fiscal year.

TEACHERS' TOOLS

Books for teachers are not ordinarily considered "fascinating," but read what Professor E. D. Randolph of the University of Washington says of

AN INTRODUCTION TO TEACHING, by W. C. Bagley and J. A. H. Keith

"I sat up last night long enough to read AN INTRODUCTION TO TEACHING through. This is the only book on education I have ever read that I want to call fascinating. . . . It left me in an unwonted mood of wistful retrospection. If I could only have been set by fortune within its circle of illumination when I was on the threshold of teaching! Fortunate young teachers!"

Other important recent publications in this field:

EDUCATING FOR FREEDOM, by Edward O. Sisson, Acting Professor of Education at the University of California

THE IMPROVEMENT OF TEACHING, by George E. Freeland, Director of the Training School, State Teachers College, San Jose

THE PLATOON SCHOOL, by Charles L. Spain, Deputy Superintendent of Schools, Detroit

FITTING THE SCHOOL TO THE CHILD, by Elizabeth A. Irwin and Louis A. Marks, of New York City

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The new high school at Avalon, Catalina Island, was dedicated recently. M. B. Dunkle is principal of the school, which is under the jurisdiction of Long Beach, where W. L. Stephens is superintendent.

Mrs. Aileen Hammond has been appointed principal of the Redondo Union High School in place of C. A. Langworthy, who is away on leave of absence. She was formerly a teacher and vice-principal of the school.

James Munson, formerly a teacher at Perris, Riverside County, has been appointed superintendent of schools at Hawthorne, Los Angeles County. He takes the place of Miss Pearl Hall, who has been superintendent for the past four years.

Beginning in July of this year, when the $1,000,000 teacher pay raise goes into effect in San Francisco, all new teachers will be required to live in San Francisco, according to a recent ruling of the board. It has been discovered that more than 200 of the 2,089 teachers in the Bay City live in surrounding communities.

People of Norwalk, Los Angeles County, have voted a $40,000 bond issue for a new school building. Attendance has increased so much in the last four years that the teaching staff has been increased from four to fourteen.

Madera voters have passed favorably upon a $56,000 bond issue for school improvements.

NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 26th and 27th, 1925. For further information apply to Secretary Board of Education, City Hall, San Francisco.

A special tax of $21,000 to be used for improvement of grammar school facilities has been voted in Merced.

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Term II—August 11 to September 1

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Term II—A session of 20 days, including Saturdays, from August 11th to September 1st. Courses only in California School Law, the United States Constitution, Civic Education and Principles of Education.

N. B.—(1) San Diego's summer temperature is less than 70 degrees.

(2) A program of outdoor recreation.

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Bungalow Built by Students of Roseville Union High School

ROSEVILLE UNION HIGH SCHOOL

J. W. Hanson, Principal

The Smith-Hughes carpentry class of the Roseville Union High School is completing its second bungalow. The bungalow constructed last year is occupied by a teacher and his family, and brings in to the district a return of $30 per month on the investment.

This class was organized in September, 1923, with an enrollment of four boys. Mr. E. F. Stewart was engaged as instructor. This course was something new in the community, but when the nature of the work became apparent the class grew to eighteen. Many part-time students entered for full time work. With this class of freshmen the bungalow was completed before the end of the school year.

The board of trustees appropriated $1500 for the construction and furnishing of the bungalow. It became a project in which nearly every department of the school participated, as follows:

1. Plans by Drafting Department.
2. Landscaping by Agriculture Department
3. Surveying by Surveying Class.
4. Carpentry by Carpentry Class.
5. Furniture by Cabinet Making Class.
6. Plumbing by Farm Mechanics Class.
7. Drapes by Domestic Arts Department.
8. Wiring and Fixtures by Electric Class.
9. Art by Art Students.

The second bungalow is somewhat larger than the first and will cost $2000. There is sufficient room for ten bungalows when the court is completed, as the program for this department is planned for eight years ahead. Buildings of entirely different construction will be erected, which will avoid repetition and afford new material for instruction. The next bungalow will be of stucco.

It is estimated that upon the completion of the fifth bungalow the income from the rents will finance the construction of the remainder.

The benefits derived from a program like this are four-fold: (1) it provides practical work for the carpentry students, (2) it proves to the community that school instruction can be made practical, (3) comfortable homes at a nominal rent will attract competent teachers, (4) it is a good investment for the district.

Another project in which the Vocational, Domestic Arts and Art Department cooperated was the manufacture of Christmas toys to be distributed among the needy children of Placer county. With the support of the local paper, subscriptions amounting to $227 were received and with this fund toys of a retail value of $749.75 were made. With the help of other city organizations these toys were distributed not only among the needy of Roseville, but among those of seven neighboring towns.

Following is a list of the toys made and their retail value:

25 horses @ 75c	$ 18.75
25 parrots @ $1.50	37.50
25 roosters @ $1	25.00
25 dogs (Red Cross) @ 50c	12.50
25 donkeys @ 50c	12.50
25 tango cats @ $1.50	37.50
25 kiddie cars @ $4	100.00
50 scooters @ $8	400.00
7 rocking chairs (duck) @ $8	56.00
50 dolls @ $1	50.00
	$749.75

There was a feeling of satisfaction among the students who worked on the toys that they had contributed something to the happiness of many children, and this feeling was shared by the financial supporters of the project, when the completed toys were exhibited in the store windows.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MAY 4-6, 1925

The State Board of Education met in special session in Sacramento, California, May 4, 1925.

Mr. Ira W. Kibby was elected to the position of State Supervisor of Vocational Rehabilitation, at a salary of $4000 per annum, to be effective July 1, 1925, subject to the signing of the rehabilitation bill by the Governor.

The resignation of Mrs. Grace C. Stanley as Commissioner of Elementary Schools was accepted, to take effect May 7, 1925.

The contract with the Rand, McNally Company for the Third Reader by Holton & Curry was renewed for a period of four years, beginning July 1, 1925.

The board voted to advertise for bids for a civics for the grammar grades, the bids to be received by the secretary of the board at Sacramento on or before the hour of four o'clock p. m., January 4, 1926.

The board voted to advertise for bids for textbooks in geography for the fifty and sixth grades, the bids to be received by the secretary of the board at Sacramento on or before the hour of four o'clock p. m., July 1, 1925.

At the March meeting the board authorized the printing of 10,000 copies of the song California's Calling Me, by Dtto W. Meisner, for distribution to the schools. Inasmuch as the Attorney-General ruled that the School Book Fund cannot be used for this purpose, the board ordered the song included in future editions of the State Music Series.

Miss Mamie B. Lang, County Superintendent of Tehama county, was elected Commissioner of Elementary Schools, beginning July 1. 1925.

The following list of appointments to the presidencies of the State Teachers Colleges and Special Schools for the year 1925-1926 submitted by the Director of Education, were approved by the board:

Chico State Teachers College—C. M. Osenbaugh.

Fresno State Teachers College—C. L. McLane.

Humboldt State Teachers College—R. W. Swetman.

San Diego State Teachers College—Edward L. Hardy.

Santa Barbara State Teachers College—C. L. Phelps.

State School for the Blind—R. S. French.

State School for the Deaf—W. A. Caldwell.

California Polytechnic School—B. R. Crandall.

Action was deferred until the July meeting on the appointment of A. B. Anderson to the presidency of the San Francisco State Teachers College, submitted by the Director of Education for approval.

The board adjourned to meet in regular quarterly session at the Fairmont Hotel in San Francisco, beginning July 20, 1925.

Respectfully submitted,
WILL C. WOOD, Secretary.

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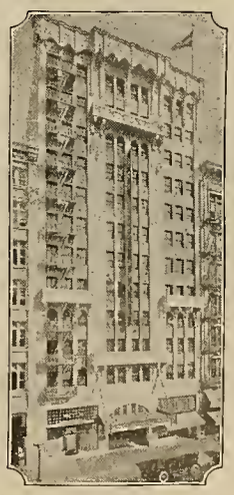

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EDITORIAL NOTES

By Harr Wagner

The Harris bill to reduce the subjects taught in the school to twelve will have a good effect on the public school system. It will require County Boards of Education to correlate studies. Reading, writing, arithmetic, geography, history, practically include all the other subjects. With reading you can teach patriotism, humane education, temperance, thrift, etc. The Modern School Readers and The Learn to Study Readers have eliminated the overdone stories of other readers and contain new material that emphasizes social efficiency, and are basal in any scheme of correlation. Mrs. Susan Dorsey, who has frequently called for books that would correlate subjects, so as to eliminate the waste of time and money of buying a text book on every new idea that develops, will find in these books that not only teach reading but give a content that if taught properly prepares the child for life and its duties.

Genevieve Carroll of San Francisco school department gave a most excellent report to the Teachers' Association of San Francisco on the educational bills that were before the California Legislature during the Forty-sixth Session. Miss Carroll, Miss Ivy Ostrom and others of the legislative committee worked very faithfully for teachers' tenure, for the protection of the teachers' pension, and for the many bills that were in the interest of schools. The committee was also successful in killing several bills that would have been detrimental to the schools.

California Diamond Jubilee is here. The schools will celebrate it on Admission Day, September 9, 1925. The August number of this Journal will contain the most complete school program, including source material for the celebration of Admission Day in California with Diamond Jubilee trimmings.

The June issue of the Sierra Educational News is of unusual interest. The editorial by Arthur Chamberlain on the "Cooper Case" strikes at the fundamental weakness of a political administration that fails to give fitness and qualifications consideration.

John Swett once said of the men and women whose principal stock in educational work was the study of statistics, and more statistics, that he defined the word statistics as follows: Positive, statistics; comparative, more statistics; superlative, lies.

The American Kindergarten Association will meet at Los Angeles July 8 to 12. The American Library Association at Seattle July 8 to 12. The State Library Association at Eureka June 28 to July 2. Miss Swope's excellent school at Santa Cruz June 29 to July 17; Long Beach, July 27 to August 14. This school meets the needs of the elementary teacher. State Teachers' College of San Diego, June 29 to August 8, and August 11 to September 1. Pomona College, June 22 to July 31. The University of California, Stanford University and many other state and private institutions will hold summer sessions.

Pomona College, Southern California conferred the honorary degree of Doctor of Laws upon Mrs. Susan Dorsey, Superintendent of Los Angeles city schools, on Monday, June 15, 1925.

FACTS ARE FACTS

Governor Pinchot of Pennsylvania writes a letter definitely settling the rumors of petty politicians who tried to discredit the offer of the State Superintendency of Public Instruction to Will C. Wood. This is the letter:

Harrisburg, Pa., April 27, 1925.

Mr. B. W. McKeen,
The Kingsburg Recorder,
Kingsburg, California.

My Dear Mr. McKeen:

I am sincerely sorry for my delay in answering yours of April 7th, but it came during the closing days of the Legislature when I was too busy to handle my mail, and I was away from Harrisburg for a few days immediately afterward.

Certainly I am glad to tell you the exact fact about Will Wood. I made him a specific offer to accept the superintendency of public instruction in Pennsylvania at a salary of $12,000 a year, and was glad of the chance because I believe in him and in the work he has been doing. My only regret is that I was not able to secure his conspicuously competent services for the school children of Pennsylvania.

You may make whatever use of this letter you like.

Sincerely yours,
(Signed) GIFFORD PINCHOT,
Governor.

The Coddington Teachers' Agency has added to its staff two well-known educators and men of organizing and executive ability. Mr. C. A. Langworthy, who for fifteen years has been the efficient principal of the Redondo Beach schools, and F. L. Thurston, a teacher in Los Angeles city schools, and connected in an executive way with C. T. A. Both Mr. and Mrs. Coddington are becoming known as world travelers. Two years ago they journeyed around the world, and in 1924 and part of this year they spent in France, England, Germany and Italy.

Pansy Abbot of San Mateo city was appointed on Monday, May 25, to the vacancy caused by the resignation of Roy T. Cloud as Superintendent of Schools of San Mateo county. Miss Abbot has fine organizing ability and has an active part in progressive school legislation. Her experience as a successful primary teacher will enable her to be of help to the primary grades, where help is needed, especially in the rural schools. She is a newspaper writer of ability and is naturally gifted with good common sense, practical ideas, and ability to do hard work.

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JOTTINGS OF A TRAVELING BOOKMAN

Clark H. Reid, district superintendent of the Huntington Beach Grammar School, is furthering an extraordinary grammar school program, in which emphasis is laid upon both fundamental subjects and vocational activities. He has surrounded himself with a corps of teachers who are capable of putting his program across. A recent fashion show conducted in the school auditorium demonstrated this fact.

The program was in charge of Miss Mamie A. Parkhurst. Assisting Miss Parkhurst were Miss Pauline Davis and Miss Lillian A. Blair.

The first part of the performance consisted of a Health Play under the direction of Miss Blair. The second part consisted of the Fashion Show under the direction of Miss Davis. To appropriate music two beautiful first graders dressed in gold drew the curtains apart. The show was on and pupils from the sewing classes paraded in the various dresses they had made in class.

The performance concluded with a reading by Miss Leona V. Smith of the Oral English Department of the Huntington Beach High School.

The interest the children took in the fashion show was tremendous. It showed that children are just as interested in an exhibition of handiwork of their own making as their elders are in theirs.

C. L. Broadwater, superintendent of San Jacinto city schools, has accepted the district superintendency of the El Segundo Grammar School for next year. There is a movement on in El Segundo for the formation of a high school district and the building of a high school plant in the near future.

Henry G. Clement, superintendent of Redlands schools, expects to have the new Franklin and Kingsbury schools ready for occupancy in September. Bonds were just voted the first of the year.

J. William Gastrich, superintendent of Santa Maria grammar schools, has been elected district superintendent of Compton grammar schools for next year.

Dr. J. L. Merriam, professor in education at the University of California at Los Angeles and author of "The Child and the Curriculum", will give two half days per week to the supervision of the curriculum in the Beverly Hills schools.

The Beverly Hills schools owe a great deal of their success to Mrs. Alice O. Hunnewell, clerk of the board. Mrs. Hunnewell has been connected with the education department of the Los Angeles Normal and University of California, Southern Branch, for the last eighteen years.

Miss Caroline S. Waters, San Bernardino county free librarian, leaves in June for a three months' trip to Europe. During her absence the school book department will be in charge of Miss Curtis.

Frank F. Otto, principal of the Downey High School, has under advisement the calling of a bond issue for about $80,000 in the near future. The money is to be used for the building of a mechanics' arts building and a gymnasium.

Charles D. Jones, district superintendent of Hermosa Beach grammar schools, has just signed a four-year contract. The contract calls for a substantial increase in salary each year.

George M. Green, principal of the Inglewood High School, has under construction at the present time the finest boys' gymnasium in Southern California. The playing floor of this gymnasium is said to be the largest in that part of the State. Every up-to-date convenience is included. There is a Roman bath, steam bath, swimming pool, showers, first aid room, and a corrective aid room. The seating capacity of the bleachers, which is in the gymnasium, is 1200. The cost of the unit is $80,000.

In addition, by the first of July a 26-class room building will be completed at a cost of $140,000.

Mr. Green has been principal of the Inglewood High School since 1913. In that year the plant consisted of one building and housed 180 pupils. Now there are seven units and there is an enrollment of 1200 students. The high school will graduate 160 this spring.

(Continued on page 11, column 2)

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A SWING AROUND THE CIRCLE

Grace C. Stanley

It was a wonderful swing, too. As far north as Chicago, as far east as Boston, as far south as New Orleans and as far west as the Pacific Ocean. Come to think about it, my geography is a little off. It was as far north as Niagara, and that was one of the best things about the whole trip.

Out of the many things there are to tell you, I think I shall begin with Detroit, for there are some people there with whom we in California should be better acquainted. It was worth a trip across the country to have a visit with Miss Rose Phillips, Director of Platoon Schools, and Mr. Charles L. Spain, Deputy Superintendent of Schools. It is to be hoped that the California Teachers' Association will bring one or both of them out to this state soon, so that we may have the benefit of their vision and experience.

One of the striking things about the Detroit schools is the beauty and usefulness of their type of building. The equipment is also very complete. The unusual feature of the equipment is in the science rooms, where all kinds of material are available for nature study and for scientific study. A specialist is in charge here, as is the case in the music rooms, art rooms, gymnasium, auditorium and literature rooms.

In the platoon schools the children spend half the day in the home rooms, where they have the tool subjects, and the other half of the day in the special rooms. In some of the buildings all the grades are so organized from the first through the eighth. The auditorium is the coordinating feature of the system, and in this department there is no definite program provided. Here the teacher and children are given an opportunity to work out any idea which may present itself. The work of all the other rooms is brought together and coordinated into the life and thought and activity of the children.

So essential to the success of the plan is the auditorium that every child is given an opportunity to spend a half hour a day there from the first grade through the fourth, four periods a week in the fifth and sixth, and three periods during the seventh and eighth. Gymnasium, literature and science are given five periods a week throughout the grades.

By this system the children are given much more freedom in their work, more responsibility in looking after their own conduct, and through the auditorium a better opportunity for unifying the subject matter of the curriculum.

The weakness of the system is in the fact that still the children must respond to a signal, and all must automatically release their interest in a given subject at the same time. This is something that is entirely contrary to genuine creative work and the problem of it must be met and solved, before we shall have arrived at the place where we can give children the opportunity for full development of all their native genius.

The Detroit schools seem to me to be in a good position for carrying this idea into fuller realization, not only because of the organization which they have worked out with its great possibilities in this direction, but even more because of the attitude of open-mindedness and the spirit of camaraderie which pervades the entire system.

In a school so organized it would seem comparatively simple to allow the children to move freely from one room to the other to carry on the type of work for which they felt a need. Each room could be the room of a specialist, and the children could select the specialty. The fears that hold us back from such a release of children are the same old ones we have heard expressed so often that we all know them without hearing them mentioned again, but some day some one will have the courage to break away from custom, because of the faith in childhood and its infinite possibilities which makes one dare all things, and then it will be done. We had better watch Detroit. Perhaps they will do it some day.

FIRST PRIMARY COMPOSITION

By A. Amelia Mayo

Vineland School District, Siskiyou County.

The aim is to get the pupil to express his thoughts clearly as soon as possible, first through oral composition and then through written composition. I begin both as soon as the child enters school.

Is it possible to begin work before the child is able to read and write? We think so.

In the recitation of the beginner, I endeavor to get him very much interested in some picture or object. I encourage him to talk freely about it. This is oral composition, although very crude. Before dismissing the class I ask each child to tell me a story in order that I may write it for him. I hold him to the subject under discussion. If the subject is a cat his story is likely to be a short sentence, as, "I have a kitty", or "I like my kitty", or "See my kitty". I have the child dictate each word as I write it on the board for him. Then for the first time in his life he writes, he traces his own thoughts over and over.

When the pupil is tired of writing on the board, he dictates to me another story, or the same one, which I write with colored crayon, large and plain, on sheets of paper. I often allow him to select the color of the crayon that I am to write his particular story with, which is quite an item to him. He traces his own story on paper in much the same way as he has on the board. He often illustrates his story with an original drawing.

There are two points to be gained through letting the pupil dictate his composition. First, he is learning to originate, and he, as an adult, is much more interested in what he creates than in what another tells him; second, while he is tracing his story, he knows what he is writing because he dictated it.

A teacher should never allow a young child to complete a task without inspecting it before him and commenting upon it. In doing this I always ask him to read what he has written. Before adopting the plan of having the pupil dictate what I should write for him, I was often surprised to find that the pupil could not read what he had written, although I had him read it several times before he began to write. He has, while tracing it, entirely forgotten it. I questioned what benefit had he derived from the work save the exercise of his fingers. So I devised this method of hav-

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ing the pupil compose what I wrote for him. And I have never found one, not even a little subnormal child, who had forgotten his story.

As soon as the pupil is able to read at all, I ask him to repeat what he has read. This is a great help in expression and should be required in every reading class. If more of this work were done in the primary grades, the teachers would not have such uphill work in teaching geography and history.

After the pupil has been on this work of tracing his own thoughts for some time (although this does not become monotonous to him because it is his own), I say: "I have been writing stories for you for a long time, now you write one for me." I am often surprised to see how well he does it. He has learned writing, spelling, composing and punctuation, although I have not mentioned these subjects to him. He learns to feel the sentence through dictating his little stories and he knows that he must begin these with a capital and end with a period; and he knows if he asks a question that he must end with a question mark. I keep script letters on the board at all times so that the pupil can see the letter should he forget how to make it.

As soon as the pupil begins to write for himself the necessity of more spelling and a greater vocabulary is evident. To meet this requirement, I have a list of words that he will need the first year. These are written in large script on cards. I use these cards first as flash cards, and after the pupil knows them instantly at sight, I use the same words for spelling exercises. I select a few words at the time, ask the pupil to name the letters in the words, then he copies them on the board, later he spells them orally from memory, then he writes them from memory, finally he uses them in oral and written sentences. In this way I have no trouble with spelling.

The phonic cards are also useful in teaching spelling and in affording a diversion. The pupils place a letter card before the sounds on the chart, all the words that he is able to make he writes on the board, then he writes sentences using these words.

I often read the first grade a story, which they love to repeat afterwards.

In our reading books there is an inexhaustible field for composition work.

G. E. BETTINGER APPOINTED PRINCIPAL HIGH SCHOOL

George E. Bettinger has been appointed principal of the Alhambra High School, succeeding Forrest V. Rout, who has been made superintendent of schools in the southern city.

Mr. Bettinger went to Alhambra in 1916 after five years of study in the University of Southern California. He taught in Alhambra for two years and was then made vice-principal. His appointments have all followed his one application for the position of teacher and in this his career resembles that of his father, M. C. Bettinger, who served thirty-five years in Los Angeles as teacher, principal, assistant superintendent and member of the Board of Education, all on one original application for a position filed in 1885.

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(continued from page 9, column 2)

The Brea-Olinda High School District has been recently formed in Orange County out of territory formerly belonging to the Fullerton Union High School District. I. W. Barnett, at present principal of the Torrance High School in the Los Angeles system, has been elected principal of the new school.

The newly organized district will be housed the first of the year in the grammar school. The start will be made by giving the first two years of high school work. An enrollment of about 100 students is expected.

R. P. Mitchell, superintendent of schools of Orange County, is planning to fashion his new course of study in agreement with the bill recently signed by Governor Richardson, which limits the number of demandatory subjects to be taught in California.

C. C. Smith, for the past several years superintendent of the Anaheim grammar schools, has resigned. Two members of the board of trustees resigned at the same time. The resignations take effect July 1. The new board members will not be appointed by R. P. Mitchell, county superintendent of Orange County, until after July 1.

Miss Eva D. Edwards and Miss Beulah Hartman, supervisors of San Bernardino County schools, intend to enroll in the summer session at the University of California, Southern Branch.

Frank M. Wright, head of the science department of the El Monte High School, has been elected to succeed Mark A. Paulson as district superintendent of El Monte grammar schools.

McCall Aldrich, superintendent of Chino schools has built a $12,000 kindergarten building by direct tax this year. The school enrollment of the Chino schools has increased to such an extent this year that a bond issue for new buildings is imminent for next year. The grammar school increase has been 18 per cent and the high school 50 per cent.

This is the first year in the history of the Chino system that the enrollment at the end of the year has been greater than that at the beginning.

Mrs. Edna E. Andres, supervisor of Ontario grammar schools, will attend the summer session at the University of Southern California.

Mark Keppel, superintendent of Los Angeles County schools, who has been on an automobile tour of Buffalo, expects to be back in his office June 11.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

LIBRARY SERVICE IN A "DIFFERENT" SETTING

It was my privilege, on Memorial Day, to accompany the librarian of Sacramento County Free Library on a trip to the Kern Canyon Road Camp, a self-imposed duty which she performs at least twice a year. This camp is made up of men from Folsom Prison who have served at least half of their terms, and have a clean prison record and are otherwise fit for the duties of a road camp.

Being a holiday the men were to have a ball game in the afternoon with a team from the oil fields, a game which, by the way, they won. There was also to be a special program in the evening at which they were desirous of having their friend the librarian present.

Provided with passes, we drove out about ten miles before striking that part of the highway which winds along the river gorge and which has been built by these men whom for "the safety of society" we confine at "Repressa", or allow to work for their board and other expenses together with something more with which to face the world again at the expiration of their terms.

It is a fine piece of road making through scenic beauties which will be enjoyed by thousands of motorists when the highway shall be completed. Carved out of the rocky sides of a gorge, it follows the course of the river, which boils over the rocks in the river bed down a sheer precipice below the road. Passing the San Joaquin Power Plant, we came to the Edison Power Plant farther up stream, where space for the buildings, including the residences of the superintendent and employes, had to be made by cutting away the rocky hillside. A fine tennis court has been provided at considerable expense in the same manner. Looking almost straight upward, we saw the homes jutting over the road to catch the beauty of stream and mountain. Here, too, is a branch library suited to the wants of the people.

On the way we passed two truck loads of men returning to camp after the ball game. Other visitors were going in also for the evening entertainment. We came to a gate where the guard read the permit, his face changed from grim watchfulness (of the visitors) to genuine cordiality as he recognized Miss Provines and allowed her and her guests to pass through the gate.

Farther up, the gorge widens into a natural amphitheater and here the camp is located. We stopped at the office and inquired for Captain McDonough, who gave us hearty welcome and conducted us to the cabin of the steward where his wife took charge of us. The men arrived at the camp and were hurrying by to wash up before dinner and arrive in time for the count which is made at breakfast and at the evening meal and again at bed time. We followed the trail down a little ravine and up again over to the part of the camp where the bunk houses were. There we found the little cabin of Captain McDonough, where he keeps the records of the men and where he sleeps when off duty. Between the rows of bunk houses are water facilities in abundance for all purposes. The men returning from their dinner smiled as they recognized the librarian who has done much to help them in their efforts toward education and training. The captain showed us the hospital where crude but cleanly and adequate provision is made for the care of the sick or injured.

Then we stepped into the little building in which is located the library and reading room, and the bunks of the two custodians partitioned off from the rest of the structure. Men were seated at the reading tables reading the newspapers, which when not in use were neatly folded and held in place by heavy stones to prevent their being blown away by the strong winds which blow through the screened sides. On a table near by were neat piles of magazines supplied by one of the big magazine agencies on the coast, from returns of the newsdealers. I had often wondered what became of the wealth of unsold periodicals returned by the dealers with the front covers removed. Here was a partial answer to the question, and this is but one place where they go. A few simple rules were printed by hand and attached to a post in the center of the room, asking the men to assist in keeping the magazines and papers in order and to keep the room quiet and orderly as befits a library. The library itself was across the end of the room divided from the rest of it by a sort of openwork partition through which the books could be seen but which could not be taken out except when the custodian was present. A gate admitted us to the shelves and there we found a good collection of general reading such as would be found in any well-selected branch library. All were carefully arranged by class as in any library and everything was neat and in perfect order.

Outside on the table of the custodian and near his bunk were the books which he was reading, and I noted "Atolls of the Sun" and "Mystic Isles of the South Seas" by O'Brien, "Roads of Adventure" by Ralph D. Paine, "Swinging Lanterns" by Enders, McCormick's "Angles on China", Roget's Thesaurus, Fagin's "Short Story Writing", and Drago's "Following the Grass". Here in the library the librarian has the opportunity she sought to confer with those men who were following certain lines of study, one who was interested in books and science, one in short story writing in which he is developing latent ability. It was pleasant for her to meet face to face some of those with whom she had had correspondence only and whom she had not seen. Requests and needs were noted down, and then we went to the dining room for our dinner.

There were other guests and we sat down to a meal which for variety and bountifulness reminded us of the groaning table of Herr Van Tassel, whose abundance caused the mouth of Ichabod Crane to water.

As night fell we gathered before the open air stage setting where a special program was to be given. On either side of the curtain was a tall yucca blossom plucked from the neighboring hillsides where the white spikes grew in abundance. Green branches brought from the same hills served to bring out the beauty of the yucca against the white background of the canvas theater. From bunk house or library or camp duties the men came, each bringing with him his own "box seat" for the performance, while one who was evidently ill lay in a camp chair where he could witness the show, which was entitled "Smiles of 1925". A fine orchestra sat before the curtain and rendered excellent numbers.

One little hit was brought in, in which it was said, "Just ask Miss Provines and she'll send you the books." Between the acts an impressive pause was made in memory of the boys who had passed in the Spanish-American War, and in the great European War, many of whom were comrades of these men.

At the end of the show, after the orchestra ceased playing, the men picked up their boxes and went quietly to their bunk houses, the guests made their adieus and sped away in the moonlight. As we slipped down the wide road toward home, we could not but express our gladness that society had advanced a little toward a more humane treatment of the repris de justice, which made possible a camp like this where sane treatment steers safely between foolish sentimentality on the one hand and undue harshness on the other.

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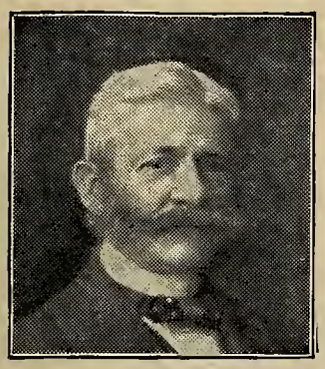

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LIBRARY NOTES

Home-coming week for over-due books is getting to be very popular among librarians. It is highly profitable to both library and patron. During that week books may be returned without fear of fines, for all fines are remitted on books returned during that period. At one library the books were coming in by armfuls, and the library assistant looking at them found that they were dated back to January and February and other remote dates, books which probably have been lost to the library had the week not been instituted. A library much prefers to have its own books restored to it rather than to have a replacement, for the original book has been catalogued and prepared for the shelves, all of which takes time and which costs money. The fine is charged in the first place in order to help people establish habits of prompt return, and sometimes it works that way. Then again it has to be remitted in order to get the book back at all.

Preliminary announcements for the California Library Association indicate an interesting meeting at Eureka. Mr. Milton J. Ferguson, State librarian, will speak on "Recent Library Development". Three recently appointed county librarians will tell what each finds most interesting. They are Miss Coleman of Tuolumne County Free Library, Miss Ellen B. Frink, the newly appointed librarian of Siskiyou County Free Library, and Miss Edith Gantt of Plumas County. There will be a roll call of county librarians, as this is an established custom, and in response to her name the librarian is expected to tell about the most interesting feature of their work during the past year. It is planned that on Sunday all librarians who wish to join the party may visit several of the branches of the Humboldt County Free Library. On Saturday afternoon after the session there will be a trip to Moonstone Beach, where supper will be served by the staff of the Humboldt County Free Library, followed by stunts by all those who can deliver the goods.

Miss Annabel Porter, librarian of the Tacoma Public Library, invites all members of the American Library Association who can be present at that time to spend Sunday, July 5th, at Tacoma. There will be a "regular" Fourth of July celebration on Saturday if any can be there as early as that date.

LANE APPROVES A RETURN TO ESSENTIALS

Back to the "three R's."

One-half of the time of the pupil in the California elementary schools must be spent in the study of reading, writing, language and arithmetic, according to the requirements of Senate Bill No. 240, which was recently signed by Governor Richardson. A return to the essentials of education and a marked simplification in the course of study is indicated in the adoption of this measure, Robert H. Lane, assistant to Superintendent of Schools Susan M. Dorsey, declared recently.

"Under the old school law," stated Assistant Superintendent Lane, "twenty-seven subjects were listed as statutory subjects on which the pupil must spend two-thirds of his time. The old law was an accumulation of subjects, the result of years and years of amendments and additions.

"Under the new law the number of statutory subjects, on which the pupil of the elementary school must spend one-half of his time, has been reduced to twelve.

"Los Angeles educators see in the new measure a decided simplification in the course of study. It marks a trend of modern education toward a return to the elementals of education, the essentials of the course of study."

Under the provisions of the new law the statutory subjects on which the pupil must spend at least half of his time are:

Reading.
Writing.
Spelling.
Language study.
Arithmetic.
Geography.
History of the United States and California.
Civics, including a study of the Constitution of the United States.
Music.
Art.
Training for healthy living.
Morals and manners and such other studies, not to exceed three as may be prescribed by the board of education of the city, county or city and county.

THE DEATH OF JAMES A. BARR

James A. Barr is dead. He passed away in Stockton on Sunday, June 14, and was buried on Tuesday, the 16th. Ex-Superintendent Barr was a native son, a progressive and outstanding superintendent of Stockton schools, director of educational meetings and other functions of the Panama-Pacific Exposition, and during the past ten years associate, friend, advisor and business "getter" for the Sierra Educational News. Although never robust in health, his passing away comes as a shock to his thousands of friends, who loved his kindly nature and respected his great abilities.

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BOOK REVIEWS

THE HERE AND NOW PRIMER, Home From the Country, by Lucy Sprague Mitchell: Mrs. Mitchell has not written this book for the approval of adults, very evidently, but she has written it for children. Words, that are in the child's vocabulary, rather than words said to be the most used, are utilized, and Mrs. Mitchell places emphasis upon patterns and repetitions. John and Susan in the country, going home, and all the things they see; going to school and telling stories of their trips and observations, are the stories that compose the volume. This gives the author an opportunity of having train, boat, taxi, farm and city stories. There are no pictures in this primer, but the word pictures in the stories and the material itself is free from artificial distractions and is filled with suggestion and inspiration. The method followed in this book and the suggestions to teachers, together with the content, should interest every progressive teacher. (E. P. Dutton & Co. Price $.70.)

THE COMPLETE LIMERICK BOOK, The Origin, History, and Achievements of the Limerick, with over 400 Selected Samples, by Langford Reed, with twenty-four illustrations by H. M. Bateman: The objects of the book were to collect and classify as many Limericks as it was possible to obtain and to present the Limerick in a true light of poetry. Though it is the consensus of opinion that many Limericks are unprintable, as Arnold Bennett has said, still these printable ones are humorous and clever and will give many an idea to those who are inclined toward that variety of poetry. Classes in literature in the high school and college will find much of interest in this book, and libraries should have it for reference purposes. (G. P. Putnam Sons.)

THE PROBLEM CHILD IN SCHOOL, Narratives from Case Records of Visiting Teachers, by Mary B. Sayles: With a Description of the Purpose and Scope of Visiting Teacher Work, by Howard W. Nudd: Discussion is carried on under these main heads: Parental Attitudes: Feelings of Inferiority: Diverse Issues; Questions of Honesty: Sex Problems, The Purpose and Scope of Visiting Teacher Work. Every teacher has children that are a problem and this work throws light on many questions (New York, Joint Committee on Methods of Preventing Delinquency.)

HISTORY OF AMERICA, by Carl Russel Fish: Realizing the great changes in history during the last twenty-five years and the significance of these changes in the teaching of American history, the author has written a practical, up-todate text, eliminating many unimportant facts and generalizing on others and placing emphasis upon the growth of the country. Topical analysis aids in the use of the project method.

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SELF-HELP METHODS OF TEACHING ENGLISH, A Guide and Ally for Teachers of Elementary English, by Julia H. Wohlfarth. This book is one on class room practice with subjects treated topically. As the author believes that learning is a self-help process, the methods and activities are exceptionally original, interesting and helpful. There is nothing cut and dried about this material, which is suitable for elementary school grades. (World Book Company. Price $1.80.)

The schools of Chino have attained a 90 per cent holding power. Records kept by Miss Gratia Thornton, principal of the Junior High, show that 100 per cent of eighth graders of last year are in ninth of this year and 96 per cent of the eighth of two years ago are in the tenth of this year.

Music is much emphasized. There are 380 registrations in music courses by the 325 students in the junior and senior high schools. At the Eisteddfod held recently in Pomona the Chino students took four firsts and two seconds.

Paul D. Henderson has been appointed by the Board of Supervisors as County Superintendent of Schools of Tehama County, vice Mamie B. Lang, resigned to accept state position as Commissioner of Elementary Schools.

Superintendent C. J. DuFour of Alameda city, has resigned. He will take special courses at one of the universities for a year. William Paden of the Lincoln School has been elected to succeed him. Alameda has been famous for the quality of its city superintendents. Among the well known people who served Alameda city are D. J. Sullivan, Fred T. Moore, C. C. Hughes and Will C. Wood.

FERGUSON RETAINED

The reelection of James Ferguson as principal of the high school will be received with warm approval by all who are acquainted with the difficulties he has overcome and the discipline he has established in the school. It is seldom that high character, experience, efficiency, tact and business managerial capability are combined in one man as they are in Ferguson.

He is about to embark on an extended trip which will include an international educational conference in Scotland. It is earnestly hoped he will return safely, bringing back for the benefit of this community the added knowledge and skill that are the inevitable fruits of such an adventure. Chico is fortunate in having and in being able to retain Principal Ferguson.—Chico Enterprise, June 3.

Roseville dedicated its new $45,000 grammar school on May 15.

"Think of These Things" is the name of a pamphlet which has been reprinted from one issued by W. C. Roundenbush, principal of Westford Academy, by George M. Green, principal of Inglewood High School. Mr. Green has distributed these pamphlets among his pupils. The leaflet contains paragraphs entitled: A High School Education; Loyalty; Industry; School Property; Neatness; Conduct and Manners. The paragraph, Loyalty, follows:

"Be loyal to your school in word and deed. Your personal conduct will make or mar the standing of your school in the community. Have a will to do the right thing without being told or being watched. Thus you will gain in self-respect and acquire a poise and dignity that will pay rich dividends."

Dr. E. P. Clarke, president of the State Board of Education, editor of the Riverside Daily Press, compiler and editor of "Six Orations of Paul," was granted June 8, by the Wesleyan University, the degree of LL. D. This is a distinguished honor to a man who has held ideals of his civic and social duties.

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William John Cooper, city superintendent of schools of Fresno, on May 14 was re-elected for a term of four years at a salary of $7200 per annum, an increase of $1200 per year. Walter R. Hepner was elected assistant superintendent at $4200, an increase of $200.

On May 28 the board elected Walter R. Hepner to be principal of Fresno High School. vice Delbert Brunton, resigned, he also retaining the title of assistant superintendent (annual salary $4500); elected Walter B. Munson, principal of the Longfellow Junior High School, to be principal of Alexander Hamilton Junior High School; elected Grayson N. Kefauver, formerly director of Alexander Hamilton Junior High School, to be director of research in the superintendent's office; elected Homer C. Wilson, principal of the Hawthorne Elementary and the Luther Burbank Intermediate schools, to be principal of Longfellow Junior High School.

One thousand children took part in the Amador county history pageant which was held May 9 near Jackson, Amador county, where Sabra R. Greenhalgh is county superintendent of schools. Using PACIFIC HISTORY STORIES, by Harr Wagner, as one of the references for authentic material, the pageant was an interesting and inspiring spectacle, portraying the history of the county from 1846 to the present time. The story of the pageant covered the Indian period and showed Indian dancing and trapping; the first white settlers were shown coming in covered wagons. The discovery of gold, the mining period, and the mixing of various peoples in the making of the American nation were graphically shown. The closing scene showed the children entering a huge cauldron and issuing forth in American costume as American citizens.

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THE
WESTERN JOURNAL of EDUCATION

JULY, 1925

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ANNOUNCEMENT

The August number of the Western Journal of Education will be the Diamond Jubilee issue. Material for the observance of Admission Day, September 9 and the Diamond Jubilee, has been compiled for the schools by the Native Sons of the Golden West, Fletcher A. Cutler, President.

Special Day programs, compiled by Ruth Thompson, will continue to be a feature of the Western Journal of Education for the year 1925-1926.

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BEACON NEWS

The State of Oregon has adopted Beacon for a second six year period and has extended the number of Beacon Readers used.

In the State of Washington *six* more counties have adopted Beacon this spring, giving Beacon *thirty* counties out of the thirty-nine counties in the State.

Alaska has just readopted Beacon for another four year period—so that the children in Alaska are sure to get a good start in their reading until 1929 at least.

In the Hawaiian Islands Beacon was in May adopted as the first recommended set to supplement the basal readers. The Territorial Normal School has ordered Beacon for their Summer School classes.

Chicago reports that in the Middle West alone approximately five thousand cities, towns, and counties now use Beacon.

New York reports more Beacon introductions in the Middle Atlantic States for 1924-1925 than for any other single year since publication.

In California 32 per cent of the counties now use Beacon.

P. S.—If you don't like Beacon send for a copy of the Field-Martin Primer just published.

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The Western Journal of Education

HARR WAGNER, Editor.
RUTH THOMPSON, Assistant Editor.
OFFICIAL DEPARTMENT—Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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CALIFORNIA COUNTY LIBRARIANS EXPLAIN SYSTEM

There were many interesting addresses delivered at the forty-seventh annual conference of the American Library Association, held at Seattle, Washington, July 6-11, 1925. Two county librarians, whose talks will be of interest to all of those who are interested in education, books and library systems, are those of Anna Hadden of the Monterey County Free Library, and Julia G. Babcock of the Kern County Free Library.

Extracts from Miss Hadden's talk at the Round Table follow:

"County free library work in a state like California with such variety of topographical climatic, and social conditions, offers possibly more picturesque points along with its routine than any other type of library work.

"Through valley and desert, over mountains, across rough ocean straits, and rivers in flood, by train and stage and automobile and wagon, by pack animal and boat and aerial tram, perhaps by airplane the books go and receive welcome in remotest corners of the country.

"The county free library sign indicating the presence of a collection of library books may be seen on school houses, country post-offices, telephone offices, pumping stations, mines, stores, private homes, hospitals, prisons, lighthouses, look-out stations, road camps, one may be happened on in the depths of a forest on a T. N. T. box nailed to a tree, and another at a chicken ranch on a former chicken brooder.

"The county librarian reaches nearly every point the books do, and the ideal county librarian in addition to a thorough knowledge of technique needs an iron constitution, the instincts of a social worker and the spirit of a pioneer.

"The moving picture film illustrating this talk pictures the visit of a county librarian and her assistant on horseback to remote branches beyond the roads. The librarian's brother, a busy professional man with a hobby for photography, went along with his camera strapped on a pack animal, and took pictures of the library's activities in remote places. This was a four-day trip on horseback over steep trails across rugged mountains to the Pacific. In this region there are no roads, the mountains drop precipitously into the ocean and mail and supplies are brought over on horseback. In the schools in this rough country, one of which Mr. Chase in his "California Coast Trails" speaks of as the "lost school house", children may be found who have never seen a road, an automboile, or a train, though an airplane is not an uncommon sight."

The origin of the county library system was told by Mrs. Babcock. She said:

"From the traveling library idea first put into effect through the efforts of Mr. Melvil Dewey in the State of New York, traveling library service has grown up in many states. Ohio and Maryland passed laws making it possible for certain counties to establish county libraries. In 1899, there came to the position of State Librarian of California James L. Gillis, a man of wide experience in business and politics, and possessed of vision and energy. He started a traveling library system for the state, but finding it too large a state for this form of service he fixed upon the county as the logical unit for library service. Washington County, Maryland, made the book wagon and later the book automobile famous. California made the county library a success.

"The county library law of California is a permissive law, which places the responsibility for the library upon the board of supervisors, the governing body of the county, provides for a trained librarian in charge of the library, and for establishing branches and stations wherever needed. County libraries reach the people at large and small centers of population and even the remote dweller in mountain or desert. One teacher wrote, 'The county library is all that stands between us and utter desolation.'

"More than half the states have county free library laws, and yet the American Library Association states that sixty million people have not yet been reached with library service. Librarians everywhere should work without ceasing to get these facts before the public through clubs of all kinds, through newspapers, through every publicity agency. We should get into politics early enough to have some influence as to who are nominated for the legislature and other strategic offices, and see to it that every state has provision for county free libraries amply supported. As Mr. Dewey says, 'If a thing is right and ought to be done, you can do it if you are big enough.' Let us be big enough to put this thing over."

The cornerstone of the new $125,000 Wilmington Park School was laid recently with Virling Kersey, assistant superintendent of the Los Angeles city schools and in charge of the schools of the harbor district, officiating. The new building is to have 18 class rooms.

THE MEETING OF THE STATE BOARD OF EDUCATION

By Harr Wagner

The meeting of the State Board of Education at the Fairmont Hotel, July 20 to 27, was of unusual interest. Commissioner of Elementary Schools Mamie Lang requested more time for the consideration of geographical readers. The board postponed action until the October meeting.

The reports of the various departments by Dr. Riccardi, Dr. Stolz, Maud Murchi, and Dr. Olney were received with favorable comment on the work by individual members of the board.

The report of Dr. Olney on the listing of high school textbooks opened up an interesting and at times a dramatic discussion on evolution. The brunt of the battle was borne by Gruenberg's Biology. Rabbi Newman of the Jewish Synagogue of San Francisco, Maynard Shipley of Palo Alto and Prof. Kofoid, professor of zoology of the University of California, were in favor of listing books on biology that taught the theory of evolution, and Rev. William B. Riley of Minneapolis, Rev. Henry Remmer and Rev. Stewart McLennan were opposed. There was the sparkle of wit, sharp saber thrusts of argument, defiant statements, and the modern evolutionary way of politely calling each other liars by insinuating that there was a misunderstanding or a misstatement of the facts. The clash ended by the State Board of Education listing the various books submitted.

Selden Smith of Ginn & Company made a brief but effective speech on the popularity of Gruenberg's Biology and reasons why it should be listed at this time. F. A. Rice also spoke. The fact that Los Angeles school officials requested the listing of certain books seemed to be the determining factor in the voting.

Mr. C. A. Allen of Houghton Mifflin Co. won his fight for the listing of Guitteau's History. Objections to the accuracy of certain historical events were made, and on the agreement of Mr. Allen to immediately correct the mistakes, the book was listed.

Patriotic Writings for American Students, compiled by Merton E. Hill and published by Harr Wagner Publishing Company, was rejected. Objection to the book was made made on account of the inclusion by the compiler of addresses by Will C. Wood, superintendent of public instruction, and other state school officials. Boards of education cannot therefore legally adopt this book. Copies may be furnished, however, for library and reference use.

This is the only book that the board rejected. The rejection was made largely on account of the fact that it included an address by Hon. Will C. Wood and had complimentary reference to his work as an educational leader. There was no objection to the content of his address. There is no political propaganda in the book. The book is dedicated to the American Legion, and

contains original sources of material for the teaching of patriotism. The book was manufactured in California by union labor shops. In view of the fact that the book was prepared for the California high schools, the publisher will lose practically the cost of the manufacture of the entire edition.

Robert Gallagher of the Gallagher-Marsh Shorthand System, with Mr. Ireland and others of the Allied Printing Trades, made a plea for the exclusive listing of his system, and therefore making it illegal to teach in any high school of the state the Gregg, Rowe or any other system. The Home Industry League was quoted and a direct appeal was made to enforce the law which requires that boards of education must give preference to books written and printed in California. Mrs. E. F. Raymond, Pacific Coast manager of Gregg Shorthand. Mr. Armstrong of Berkeley and Mrs. Collis of the Rowe System made emphatic and vigorous speeches against the Gallagher contention. In view of the fact that ninety-five per cent of the high schools use successfully the Gregg System, and that the Board of Education has established the precedent of listing books where local boards of education request the listing, it hardly seems possible that there will be any exclusive listing of Gallagher-Marsh or any other textbook written and published in California. We might much better have a law that only an automobile invented and manufactured in California be permitted to run over the state highways.

The State Board of Education is to be commended for its fairness in giving a hearing to all who requested it.

The board made its decisions in open session, and were perfectly free and frank in the expression of opinions on the various matters brought before it.

Hon. C. A. Storke of Santa Barbara, a member of the State Board of Education, is a man who has had many interesting experiences in life. He is seventy-eight years of age. He served in the Civil War when seven out of every ten of the men in his company were either killed, wounded or captured. He was captured and was confined both in Libby and Andersonville prisons. In 1924 he visited the battlefield near Coal Harbor, where during the Civil War he was captured and forty-four of his comrades killed. He had erected at his own expense a beautiful granite monument to those who were buried on the battlefield. Mr. Storke is the owner of a profitable walnut grove, a newspaper, and is a man of individual convictions on every phase of educational work, not even excepting evolution.

Mrs. Grace C. Stanley, formerly state commissioner of elementary schools, has been appointed dean of women and supervisor of the training school of the State Teachers' College at Arcata, California. The appointment was made by Will C. Wood and confirmed by the State Board of Education at its recent meeting.

Morris C. James, deputy superintendent of the Berkeley city schools, where H. B. Wilson is superintendent, recently celebrated his thirtieth anniversary of service in the schools of Berkeley. He has been a teacher, vice-principal and principal of the high school, secretary of the Board of Education, superintendent of schools and deputy superintendent.

BOOK NEWS

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WHERE WESTERN BREEZES BLOW, by W. W. Riley—A book of poetry, some patriotic poems which answer a special day need in the schools, also poems on California. (Price $1.50.)

ANTHOLOGY OF VERSE BY CALIFORNIA WRITERS' CLUB, Harry E. Noyes Pratt, President. This book is a contribution to the poetry of the West. (Price $2.00.)

IN PRAISE OF THE SUN, by Constantinos Harpending Pavellos. A book of verse written by an eight-year-old child. This is one of the newest contributions illustrating certain phases of child-development. Some of the poetry is remarkable—all of it is interesting. (Price $2.00.)

NEW EDITIONS

THE MODERN SCHOOL READERS, PRIMER, by Ruth Thompson and H. B. Wilson. Phrasing has been re-arranged in this new edition. (Price $.65.)

OUR NEIGHBORS NEAR AND FAR, by Ruth Thompson. More material has been added to this popular fourth grade geographical reader. Suggestions for revision were made by Edith Riddell White and Miss Schearer of the Long Beach school and school library system.

SOME OF OUR "BEST SELLERS" ARE: Lessons in California History, Mark Keppel and Harr Wagner; Jingles, Alice Rose Power; An About Face in Education, Adelia Adams Samuels; An Activity Curriculum, Ethel I. Salisbury; Type Stories of the World for Little Folk, Ruth Thompson; Pacific History Stories, Harr Wagner; Forward Looking Lessons in U. S. History, W. J. Savage; The H. W. Fairbanks Geographies; The Home and Its Relation to the World; Europe; California; California, U. S. and the World, etc.

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JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

Geo. A. Bond, district superintendent of Santa Paula grammar schools, will conclude by December 1st one of the largest building program ventures that has ever been undertaken in Santa Paula. A $225,000 bond issue is being spent.

By that time two new grammar school buildings will be finished, bringing the total number of grammar schools in Santa Paula to five. These two new structures are among the most compact ever built in California. Every bit of space is utilized.

The largest building contains 25 rooms and will cost $135,000. It has been named the Isbel School in honor of a teacher of Santa Paula who claims the distinction of being the first teacher of white children in California. This unit is built of brick, semi-fireproof and contains a domestic science department, art and music rooms. Nine acres of land make a very attractive campus.

The other building, to be called the Canyon School, will cost $35,000. It contains eight rooms, cafeteria, bath rooms, etc. This school will be entirely devoted to the instruction of Mexican and Spanish children. The plan is to make this school one in which the Spanish atmosphere predominates.

An interesting feature is the use of open gas fireplaces for heating purposes. Natural gas from the oil wells will be used.

L. J. Henry, supervisor of rural schools of San Luis Obispo County, has made a special achievement and ability scale for use over a period of six months in the San Luis Obispo County schools.

Miss Alice Pendery has been appointed assistant superintendent of schools of Whittier grammar schools and will have charge of course of study, construction and supervision. Miss Pendery was this last year supervisor of rural schools of Ventura Co.

Miss Clara H. Smith, formerly of San Jose State Teachers' College, now a resident of Ojai and a member of the Ventura County Board of Education, will this coming school year act as rural supervisor for Ventura County.

The Ventura County Teachers' Association, of which A. L. Vincent, superintendent of Ventura grammar schools, is president, had a very successful meeting May 9th. An interesting feature of the meeting was that it was strictly professional and that the section meetings took up subjects that the teachers desired to discuss.

Mr. A. L. Vincent, superintendent of Ventura grammar schools, expects to have a new $60,000 six-room building called the Washington School, ready by September 1st. Ventura grammar schools have had a 15 to 20 per cent increase in attendance this last year.

Mrs. Emma C. McKenzie has been elected district superintendent of Santa Maria grammar schools. Mrs. McKenzie for several years has been a most successful principal of the Main Street School, Santa Maria. She is now one of the few women district superintendents in California.

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A. S. Pope, superintendent of Santa Barbara County schools, is this year planning one of the largest county educational programs in California of progressive school advancement. The idea is to select five established schools, place experienced teachers in charge and use them as demonstration schools.

Mr. Pope in these schools will establish curriculums determined by the interest of the child. Mr. Pope believes we must get away from the old routine methods and develop a curriculum around the interest and activities of the child.

A one-room school, a two-room school, a three-room school and a school of over ten teachers will be included among the five demonstration schools.

In addition to the regular district moneys for the support of these demonstration schools, Mr. Pope is planning to augment this amount from his county supervisory fund.

Instead of having a five-day institute this coming year, Mr. Pope plans to have a two-day institute. For the other three days of institute teachers adjacent to these demonstration schools will at some time or other during the school year spend these three days visiting one or several of these schools. These demonstration centers will be used as meeting places for teachers of surrounding schools.

Geo. C. Bush, superintendent of South Pasadena city schools, gave the graduation address this year at the Clearwater grammar school commencement exercises.

Mrs. Arthur S. Pope, deputy superintendent of Santa Barbara County schools, was bruised by a falling sign in the recent Santa Barbara earthquake.

H. O. Wise, principal of the Ventura High School, expects to have a junior college established at Ventura this coming term. The first year of college work will be offered. Around thirty students are expected to enroll.

G. V. Whaley, superintendent of Pomona city schools, is giving a course on "The Principal and His School" at the Pomona College summer session. Mr. Whaley will also give a course on "Public School Administration" the second semester of the regular Pomona College session.

H. G. Nelson, principal of the Julia Lathrop Junior High School, Santa Ana, graduated 156 students this year.

Several Ventura County high schools are fostering a movement for a county junior college, to be founded at Saticoy.

W. E. Faught has been re-elected as city superintendent of Modesto schools for four years. He is relieved of his work as high school principal. E. R. Utter, who has been acting as vice-principal of the high school, has been appointed principal. W. P. Dean has been re-elected as assistant superintendent of schools at an increase in salary.

New administration offices for Mr. Faught and his executives are being established in the Capitol School, which is being remodeled for that purpose.

A junior high school of seventh, eighth, and ninth grades is being started in the Departmental School. A. B. Downing, principal of the Departmental School, continues as principal of the Junior High School. An enrollment of 900 students is expected in the Junior High School.

Mrs. J. H. Bachmann has been appointed librarian of the new Modesto Junior High School.

About 200 teachers enrolled in the Indian service in the Western States, are registered in the summer session at the University of California at Los Angeles.

P. H. Benson, who for the last several years has been principal of the Le Grand High School, has been appointed principal of the Lompoc High School for this next year.

W. Hardin Hughes, director of educational research and guidance, Pasadena city schools, is giving two courses at the University of California summer session at Los Angeles. One is on "Educational Psychology" and the other is on "Educational Measurement and Guidance".

Dr. Ernest Carroll Moore, professor of education and director of the Southern Branch of the University of California at Los Angeles, is giving a course in "The Fundamentals of Education" at this year's summer session.

Miss Yetta Shoninger, professor of education, State Teachers' College, San Jose, is giving two courses at the University of California, Los Angeles, summer session One course is on the "Principles of Elementary Education", the other course is called "Recent Studies in Kindergarten Primary Curricula".

"Teaching the Elementary Types of Skills in Elementary Grades" and "Social Studies and the Kindergarten-Primary Curriculum" are the two titles of summer session courses given by Miss Katherine McLaughlin, associate professor of primary education at Los Angeles, University of California summer session.

Over 3500 students are registered at the summer session of the University of California, Southern Branch, at Los Angeles.

Around 2500 students are registered at the summer session of the University of Southern California, Los Angeles.

Dr. Lester Burton Rogers, dean of the School of Education, University of Southern California, is making his school a great factor in the educational development of the Southwest. The enrollment in his school is increasing tremendously.

Robert H. Lane, assistant superintendent of Los Angeles city schools, is giving two popular courses at the U. S. C. summer session. The title of one course is "Educational Administration and Supervision"; that of the other, "Organization and Supervision of Elementary Education".

Mrs. Jane W. McKee, instructor in education, U. S. C., is in charge of three courses at that institution's summer session. "Practice Teaching", "Methods and Supervision in Primary Grades" and "Psychology and Methods in Teaching of Reading" are the titles of her courses.

Under the guidance of Harry H. Linscott, dean of the Bookmen of Southern California, the book exhibits this year at the University of California, Southern Branch, at Los Angeles, have reached their greatest extent. Twenty-two companies have exhibits. Those allotted space are: Sam Bevis, Scribner's; Century Company; E. H. Harvey, D. C. Heath & Company; R. E. Laidlaw, Laidlaw Bros.; Row, Peterson & Company, B. R. Morris; Chas. Edgecomb, World Book Company; Miss Elizabeth Starbuck Adams, C. L. Michael, Gregg Publishing Company; A. B. Zu Tavern, Southwestern Publishing Company; Charles W. Scott, Scott, Foresman & Company; R. T. Works, Rand McNally Company; Thomas F. Horn, Charles E. Merrill Company; C. W. Roadman, Benj. H. Sanborn Company; Mr. Haney, American Book Company; R. H. Loomis, Houghton, Mifflin Company; A. H. Morosco, Allyn & Bacon; F. E. Cobler, C. E. Cave, Macmillan Company; Harry A. Linscott, Ginn & Company; H. H. Hall, Milton Bradley Company; Miss Ball, Rowe Publishing Company; W. M. Culp, Harr Wagner; G. P. Putnam, P. B. Blakiston.

Melbourne Gauer, physical director of the Ontario grammar schools, has been elected superintendent of the Anaheim grammar schools.

George R. Momyer, this last year principal of the Holtville High School, has been elected principal of the San Bernardino High School.

AND WHAT ABOUT EQUIPMENT?

Too often a handsome new school building resembles a beautiful but hollow shell. All the money has gone into construction. Equipment is neglected! This is a great mistake as though a man were to build himself a magnificent home, spending every cent upon architectural perfection and leaving nothing for furnishings.

Standardization of equipment budgets is easy today and should be an absolute necessity whenever plans for new schools are considered. The safest and most satisfactory arrangement is to provide a separate budget for equipment—setting aside a sum for that purpose alone, a sum which cannot be encroached upon by the building staff.

There are grave dangers attending a lax building budget. "Why need this sort of thing occur?" is asked time and again by harassed school boards, who are confronted with the problem of inadequate funds in the midst of a building program.

The answer is: "It needn't." There is no necessity for a $600,000 budget and $700,0000 expense loans; new bond issues; encroachment upon equipment funds.

Take the case of any community which decides to construct a new high school. A committee of the board of education discusses suitable requirements. They know of a neighboring school which was built at a cost of $250,000. It is apparently adaptable to their needs, but as a margin of safety they decide to ask for $300,000. The issue is acted favorably upon by the taxpayers. Next the committee decides to select an architect. Four or five qualified architects discuss the matter with the board. Two of the five have wide experience in school construction. Analyzing the project from a standpoint of engineering and present day educational requirements, they frankly advise the committee that it cannot be undertaken at less than $300,000. These two men are big enough to lose the contract rather than underestimate and make rash promises. Another states it can be done, presents an effective picture of his building and secures the job.

Plans are soon drawn, bids are requested and they exceed the appropriation. One of two things happens: either plans are redrawn and a building constructed inadequate for the community, or an additional appropriation is requested. Now, most committees recognize the importance of education in the scheme of modern existence and people are surprisingly open to conviction about bond isues or increased taxation where real need exists. The original bond issue will, in most instances, go through with little difficulty. But the second issue will divide the community, many feeling that they should not too readily vote money into the hands of extravagant or careless trustees.

As a result, an amount is finally secured, but much less than is necessary, and old equipment must be salvaged in order to open the school doors for sessions. Not only do they begin hampered by lack of facilities, but statistics show that one out of every five inadequately equipped school buildings (in a survey of sixty) uses no additional equipment for five years.

This is without question an illegal division of funds. If the equipment allotment were placed in the hands of the superintendent and a special committee, orders could be executed in advance, the equipment would be ready exactly when required and the school would be complete in every detail. Such a plan provides ample time to manufacture, deliver and install, avoids delay in school opening, eliminates hasty purchasing and provides a vastly better product.

What can be done about it?

Well, the remedies lie with the school board from the beginning.

(A) In the first place, the superintendent's recommendation should involve every minute specification; analysis of school population and future growth; subjects to be offered; number of classrooms, auditoriums, gymnasiums cafeterias, laboratories, shops. etc.

(B Cooperation should be established with state educational authorities on courses of study, state aid, building costs, etc.

(C) Many universities or state departments now have educational experts who may be consulted when situations arise that may retard educational progress in a community.

(D) An architect should be the definite advisory counsel for the board of education from the outset. When the bond issue carries, give the job to that architect; if the issue fails, pay him a nominal amount based on figures set. Draw the plans based on modern educational requirements, with the report submitted under headings A, B, C, etc.

(E) Budget the real estate, building, equipment, grading and landscape costs based on estimates supplied by experienced crafts and see to it that specifications and bids come within these figures.

(F) Then go before the public with all the facts and the complete budget and ask not only for the required money but the necessary publicity. With a distinctly classified budget, you will have less difficulty in getting extra money for some one branch of the work, if that should prove necessary.

These remedial measures are of a sort to appeal to the school board men, than whom there is no more conscientious individual. The appeal is a practical one, moreover, and makes for helpful results in any school construction.

Beware of the architect who urges that everything be used for building, on the theory that once an adequate building is provided the equipment will take care of itself. The fallacy in such reasoning is evident.

Remember that no grade school can be adequately equipped for less than 8 to 10 per cent; junior high schools, 12½ per cent; senior high schools (incorporating auditorium and gymnasium, science and vocational subjects), 12½ to 15 per cent; strictly technical high schools and trade schools, 25 per cent. These percentages are conservative. Engineers and architects throughout the country will not contest their accuracy. Every school board should be acquainted with these figures and superintendents who are presenting budgets for new school buildings should consider this vitally important issue of equipment cost in relation to building cost.

Literature, catalogs and prices on school equipment are obtainable from non-partisan sources, such as universities and government departments. Such information should be made use of to the fullest extent, for the surest way of determining the value of a product is to know the product thoroughly.

The school man may well give serious thought to this matter of equipment, for a child's physical comfort in the class room is of far reaching importance, and has an undeniable bearing upon his retention of classroom learning. Modern school equipment is constructed after the most earnest research. Questions of posture, ease of seating and physical well being are considered carefully by men especially fitted for such work. The lines of the seat are adapted to the comfort of the growing youth, the chairs are often movable or so constructed that a nervous child will not have to sit immovable for hours at a time.

Locker equipment is now available which protects the students' personal belongings and encourages neatness and stimulates observance of "A place for everything and everything in its place."

Laboratory equipment has been developed in recent years which greatly enhances the value of the scientific courses.

Consider, then, the fallacy in putting old, worn-out desks of obsolete types and doing without other modern facilities in new buildings which provide good light, good air, and which were planned to be "modern in every particular."

A new building program deserves a budgeted expenditure anpropriate to its purposes.

R. E. Golway, superintendent of schools in Sacramento County, reports 786 graduates from the county elementary schools this year.

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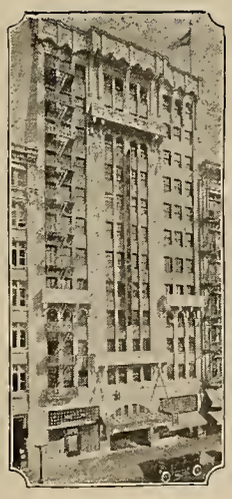

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SPECIALIST—EXTRACTIONS; CROWN; SELF CLEANING BRIDGES
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EDITORIAL NOTES

By Harr Wagner

The people of the State of California have been liberal in building fine school houses, furnishing adequate equipment and free textbooks. Less than three per cent of the total spent for schools is used for supplemental and other texts. More money for books means better education for children and better ideals for humanity.

The attorney general of California has ruled that county superintendents cannot take into consideration the balances on hand at the end of the fiscal year in estimating the requirements as provided in Article IV, Section 6, of the Constitution. The attorney general's office concurs in the opinion given by State Supt. Wood.

Miss Ida Reagan of the Humboldt County Library certainly had a strenuous week furnishing entertainment for the California Library Association. Eureka certainly deserves great credit for the splendid hospitality shown the visitors under direction of Miss Reagan.

The International Kindergarten Union held its annual meeting in Los Angeles July 8th to 11th. The headquarters were at the Biltmore Hotel. Miss Ethel I. Salisbury, Madeline Veverka and Chas. W. Waddell were among the leaders of the city of Los Angeles who provided hospitality for more than 1000 guests. There were a number of foreign countries represented.

Hon. Milton J. Ferguson, state librarian, presided over the convention of County Librarians at Eureka, June 27, with rare wit and humor. He has developed during the past few years from a shy and rather uncertain chairman to one of the best presiding officers in the state.

Los Angeles County Board of Education now draws a per diem, legally, of $10 per day, with a drawing account of $1000 per year. Mark Keppel is always on the alert to have Los Angeles County in the lead. It is to be hoped that other counties will follow suit and give members of the County Board of Education fair wages. The allowance at present is only $5 per day, or less than common laborers get. Enough said.

Caspar Hodgson, the founder and president of the World Book Company, is in California. Mr. Hodgson received his educational degrees from Stanford, and his experience as a teacher and principal in Southern California. The World Book Company in its output of excellent books is doing a real service.

Roy Good, superintendent of schools of Mendocino County, has developed a new system of individual grading that will mark a distinct epoch in progressive supervision of education. Superintendent Good has as an assistant Dr. Franzen of the University of California. Educators should keep their eyes on Mendocino. The problem of supervision of rural schools is being worked out on a scientific basis.

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SCHOOL HEAD RESIGNS ON ACCOUNT OF BACKWARD POLICIES

"Unsound and unprogressive policies," in National City schools were given as the cause for the resignation of Guy L. Hudgins, superintendent, which has closely followed those of E. G. Tarr and R. E. Smith, trustees of the elementary school board.

The Sweetwater Union High School Board has just re-elected Hudkins as principal of the school, in spite of his resignation.

"Because of what seems to me an unsound educational policy for the National City schools forced upon the board of trustees by a majority at the last school election, I am resigning as district superintendent of the National City schools," Hudgins said in a letter to Miss Ada York, county superintendent of schools.

"The proposed change—that of offering seventh and eighth grade instruction in the elementary schools instead of continuing the junior high school plan—is not only unsound but it is extravagant, unprogressive and fails completely to consider the chief aim of any school policy—the best interests of the children.

"I do not care to be identified professionally with a school system that has taken a backward step of twenty years," he said further.

The discontinuance of the junior high school system will mean the transfer of the seventh and eighth grades from the union high schools to the National City grammar school.

Hudgins resigns $1400 salary with the superintendent's job.—San Diego Sun.

Noel Garrison, principal of the Stockton High School for the past thirteen years, has been appointed principal of the Colusa Union High School. Mr. and Mrs. Garrison were former residents of Colusa and the election of Garrison has been received with great satisfaction by the community. H. C. Williams, former principal of the Colusa High School, has accepted a position in King City, Monterey County.

E. W. Oliver, former student, teacher and vice-principal of the Los Angeles High School, in Los Angeles, has been appointed principal of his alma mater. He graduated from that school in 1895. His appointment follows the resignation of Wm. H. Housh, who is retiring after thirty-one years on service.

Dunsmuir, Siskiyou County, has voted bonds for $26,650 for additional school land and buildings.

SCHOOL DESKS

Here we illustrate a masterpiece. It is the Berkeley Combination Desk. It has noiseless, close folding seat hinges, with open front book box and black enamel cast metal standards, and is made from hard Michigan maple with a hand rubbed walnut finish.

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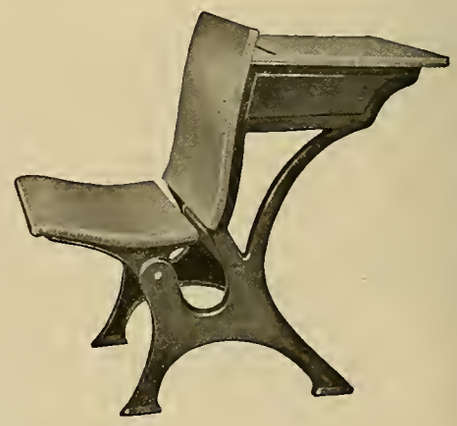

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WESTERN SCHOOL NEWS

Claude L. Reeves of Moore Park has been appointed principal of the new Bell unit in Huntington Park and Charles L. Johns has been made principal of the night school there. It is stated that Fred D. Finn, whose place Mr. Johns is taking, will return to the San Diego school system, where he taught before going to Huntington Park. W. L. Stuckey is superintendent of the schools of Huntington Park.

Superintendent Roy Cloud, president of the California Teachers' Association, Bay Section, was in Indianapolis attending the superintendents' convention as a delegate of San Mateo County. Cloud recently resigned from his position as superintendent of San Mateo County schools to accept the position of superintendent of the Redwood City schools.

Miss Helen Gilchrist, principal of the Jefferson District School of Colma City, where W. J. Savage is superintendent, has resigned in order to accept a position in the schools of San Mateo, under the superintendence of G. W. Hall. Superintendent Savage is the author of "Forward Looking Lessons in U. S. History," published by the Harr Wagner Publishing Company. His book is widely used as supplemental to seventh and eighth grade histories.

Miss P. J. Abbott, new San Mateo County superintendent of schools, was given a reception recently by the San Mateo Grade Teachers' Association. The by-laws of the association were changed so as to make Miss Abbott an honorary member of the association.

Owing to the change in superintendents in San Mateo County and Redwood City, members of the County Board have reorganized. The board with its re-appointments now consists of: Pansy Abbott, W. J. Savage, G. W. Hall, Roy W. Cloud, Lewis E. Adams, superintendent of Burlingame. A. E. Monteith, former member of the board, resigned to accept an important financial position and has left the educational ranks where he has been prominent for the past several years.

John McDonald of Stockton was recently elected president of the local Elementary Teachers' Association. Other officers elected were: Beatrice Bryant, vice-president; Gladys Palmer, secretary; A. W. Lynde, treasurer; Clara Bagley, Lois Oser and Mrs. Ruth Morse, executive members of the board.

Salinas Union High School recently held its annual exhibit of the work done by the pupils of the various classes. A large attendance was present to review the work.

Glendale grade school children will have seventy-three more class rooms in additions and new buildings to be erected with the major portion of the $1,063,000 bond issue approved by the voters at a recent election. R. D. White is superintendent of the Glendale schools.

Mr. Napier has been appointed district superintendent of the schools of Emeryville. He will take the place of D. B. Lacy, who had been in the school system there for the past twenty years. Twenty-six pupils graduated from the local schools this term.

K. L. Stockton, acting principal of the Huntington Park Union High School, has been appointed principal for the following year at a salary of $5,000.

Salary increases averaging $100 per year were voted Pasadena school teachers by the Board of Education recently, when it adopted the new salary schedule prepared by the finance committee. It was thought that there would not be enough money to support salary raises and the old schedule had been adopted, but owing to the unexpected size of the returns on delinquent taxes prospective revenues are larger than was anticipated. The Pasadena teachers' salaries are now on a footing with those of South Pasadena and Los Angeles, it is reported.

The San Jose Teachers' Mutual Aid Society, organized in 1898, and now having 300 members who pay dues amounting to $1.50 semi-annually, to the club, have paid fifty-three claims running all the way from $3 to $100 this year to teachers who have been kept out of school by illness. The club is a safeguard for members of the profession upon whom illness and consequent salary reduction work a hardship. Reimbursement is made to a sick teacher at the rate of one dollar a day.

Charles Emory Barber, superintendent of the schools of Alhambra until July 1, was complimented at a banquet by the business men of the southern city upon that date. Forrest V. Routt has been appointed to succeed Mr. Barber.

A. N. Palmer, of the A. N. Palmer Company and the "Palmer Penmanship Pointers", has an article in the June issue of that magazine, entitled "Three Months in Europe". The article is continued from the April issue. The story has much of interest to educators and is charmingly and profusely illustrated with photographs collected by the author and Mrs. Palmer while they were abroad.

Edwin B. Tilton, of the San Diego educational staff for the past fourteen years, has been appointed assistant superintendent of schools of San Diego. Henry C. Johnson is superintendent of schools there.

The Los Angeles Board of Civil Service, under the direction of Miss Vogelsang, county librarian, is holding an examination for three assistants. Salaries range from $125 to $150 per month. Particulars may be had by writing to the Board of Civil Service, Court House, Los Angeles.

The annual superintendents' convention is to be held the week beginning October 12, according to announcement made by Superintendent of Schools Will C. Wood. The place of meeting has not yet been decided, though it is said that it will be somewhere in the south.

ASSISTANT SPECIALIST, RURAL SCHOOL CONSOLIDATION

Receipt of applications for assistant specialist, rural school consolidation, will close July 28. The examination is to fill a vacancy in the Bureau of Education, Department of the Interior, and vacancies in positions requiring similar qualifications, at an entrance salary of $2,400 a year. Advancement in pay may be made without change in assignment up to $3,000 a year. Promotion to higher grades may be made in accordance with the civil service rules.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the Board of U. S. Civil Service Examiners at the post office or customhouse in any city.

PLACER HIGH WINS PRIZE

The Placer High School at Auburn wor the team and individual prizes offered by the Sacramento section of the American Chemical Society for the best chemistry examination work. High schools throughout the state competed. Last year the prizes were carried away by the Coachilla High School and the previous year the Marysville High School was declared the winner.

TEACHER PUTS OUT FIRE, SAVES SCHOOL

Santa Barbara, July 2.—Roscoe Lyans, chemistry instructor in Santa Barbara High School, today was declared to be the outstanding hero of the earthquake which destroyed the business district here Monday.

Awakened by the heavy tremors, Mr. Lyan's first thought was of the certainty of fire starting in the school laboratory from chemicals thrown to the floor. He rushed to the new $750,000 building to find the store room already in flames. Unaided he fought and extinguished the fire while tremors still shook the building.

A. E. Monteith, for the past several years superintendent of schools in Redwood City, has resigned in order to accept an important position with a large financial concern in Redwood City. During Mr. Monteith's superintendency the Redwood City schools have grown and made marked progress in educational lines. Mr. Monteith is also a member of the San Mateo county board of education.

Eighteen children will ride thirty miles daily to attend school in Santa Monica at the expense of that school district, according to arrangements made recently by the Santa Monica Board of Education and Superintendent F. E. Martin. The children will travel in school busses from Topango and the Malibu district.

Children who are to enter the Berkeley schools in the fall are being examined by the Alameda County Board of Health. There is no charge for the physical tests and parents are not compelled to have their children examined, though many are taking advantage of the opportunity. Written reports of children's defects are given to the parents.

The Creative Education Association of California

GRACE CHANDLER STANLEY, President
ADELIA ADAMS SAMUELS, Cucamonga, Vice-President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

SAN FRANCISCO STATE TEACHERS' COLLEGE SUMMER SESSION, CREATIVE EDUCATION IN RURAL SCHOOLS

By Grace C. Stanley

Supervisor of Primary Education and Dean of Women, Humboldt State Teachers' College.

Summer session has come and almost gone again. Eager crowds from the field have come to the ever growing centers for fresh inspiration to carry back to the waiting minds in the far-off places. A new spirit is abroad and "moving over the face of the waters." What was vague and shadowy last summer is beginning to take shape and substance.

The one-teacher rural school is coming into its own. This lowly instrument of progress, "the despised and rejected of men", may surprise us all by becoming the "head of the corner". Surely some of the rural teachers are becoming aware of the educational opportunity that is theirs.

The first advantage in the rural school is its likeness to a home. Here may be carried on in primitive simplicity all the activities of civilized life. Not as a made-up task with a forced meaning, but to meet the actual necessities of living and loving and enjoying, can the work be done. We must eat, we must be clothed and our shelter should be beautiful. In a small school all these needs can be met so simply and at the same time lead directly to careful study and the use of all the fundamental school subjects. What the city school has to struggle to attain in the way of establishing the school as an integral part of living, the rural school can accomplish by being its own natural self and not trying to ape the artificiality which the city school can scarcely escape.

It is all very well to talk about a new organization for the rural school, but it is quite another thing to give a concrete illustration of how it is to be brought into being. As a part of her work for the course in rural education, Mrs. Ostrander took as her problem the beautifying of the country school. An opportunity was offered to all those who wished to participate to meet outside of school hours and learn how to make beautiful things for the decoration of the home out of materials that are usually wasted. Such knowledge is essential to the rural teacher, who must often find her way in this kind of work without money from school funds.

Through the courtesy of the landlady of the apartment occupied by Mrs. Ostrander, the class was given permission to make over the furnishings according to their ideas of harmony in color and arrangement. One of the first improvements agreed upon was a change in the floor covering. The floor was repainted in gray and a rug started by one of the members of the class who knew how to make lovely rugs out of barley sacks. The sacks were dyed in mulberry, blue and black and put together. One would hardly believe that such a soft, velvety looking rug could be made out of such coarse, common material.

Fresh paint, dye and plenty of ingenuity were all requisitioned in changing the appearance of the furniture and bringing out pillow covers, couch covers, table cloths, napkins, towels, flower containers, while the humble newspaper was utilized for baskets and trays. This last is another bit of magic that needs to be seen to be appreciated.

A special lesson in the use of gesso was given by a student at the California School of Arts and Crafts, and many are the artistic decorations that have been applied to bowls, bottles, candlesticks — whatever could be picked up for a few cents or rescued from the trash heap. The class is very appreciative of this contribution from Miss Grace Bube, art teacher at King City.

Everyone has been brought into service, even the men. It was our good fortune to receive lessons from a man who happened to be an expert in cement, in the making of cement pottery. A wheel from a baby carriage and a pattern cut from the lid of a tin can were the principal tools employed and everyone who could reveled in mixing the ingredients just as eagerly as children play at making mud pies.

The latest accomplishment to be introduced was that of tie-dyeing, and many delightful concoctions are now on the way. Next week a new treat is in store in the shape of a lesson in hooking and braiding rugs. Up to the very last something new may be expected, for we always have unknown resources that come to light when a need arises.

This was most amazingly shown when the work was started and a long list of needed articles was called for and everything arrived, even the sewing machine and the washboiler.

After such an experience no one need have an unattractive school, even in the most remote corner of the world, in the most dilapidated box of a house. A few packages of dye with needle, thread and the rag-bag, will transform the appearance of any place, while a boy with a jackknife can produce almost anything in the way of modern furnishings.

The rural teachers are going out to widely scattered communities with a new vision of the possibilities of their work and a determination to put the rural schools in their rightful place as leaders in educational thought as practiced in the state.

Mary Sullivan, teacher in San Jose for the past thirty-five years, has retired from her work. She was born and brought up in San Jose, was a graduate of the local schools, and with the exception of three years as a teacher in Monterey County, she taught and lived continuously in San Jose. Many tributes are being paid to Miss Sullivan.

Frederick M. Hunter, as chairman on "Teacher Tenure in Colleges and Normal Schools," made a report which is published in a twenty-page pamphlet of inestimable value to everyone interested in this subject.

The report covers forty-six teachers' colleges in connection with universities and colleges and sixty-one state normal schools. As a rule the president or principal nominates the teachers and his nomination is equivalent to an election. The teacher-turnover in teachers' colleges has been reduced from 14 per cent to 8.5 per cent in three years and in state normal schools from 19 per cent to 12 per cent.

In 107 institutions there have been but two instances in three years of an appeal to a court decision. There seems to be no call for legislative action in the matter.

(Journal of Education, July, 1925.)

The National Education Association convention, held at Indianapolis, Ind., June 28 to July 3rd, had in attendance over ten thousand people. The meeting was of great interest. The president, Superintendent Jesse Newlon of Denver, presented an excellent program. Among the Californians present were: Roy Cloud, Redwood City; Joseph Marr Gwinn, San Francisco; Superintendent Elmore, Modesto; Superintendent Fred M. Hunter, Oakland; Deputy Superintendent W. J. Cagney, Los Angeles; V. Kersey, City of Los Angeles; Superintendent Mrs. Gray, Yuba City; Frances Mooney, Hawthorne School, San Francisco; Mary Mooney, director of school library, and textbooks, San Francisco; Jas. Ferguson, Chico High School. The convention elected Superintendent Gwinn a trustee of the the association, and Mary Mooney vice-president.

Trustees have been elected to serve on the new high school board at Davis. Plans are being rapidly developed for the establishing of the high school.

Denis J. Sullivan, for fifty years an educator in California, died recently in San Francisco. He came to California in 1866 and was superintendent of schools in Alameda for fourteen years. He was later deputy superintendent of schools in San Francisco and for a number of years was a representative of the American Book Company.

Work has commenced on the new administration building for the Hayward High School, the cost of which is to be $199,500. It is reported that Hayward boasts of the greatest acreage of school land in the state, for a town of its size. There are 1000 acres in school sites within the limits of the city.

Miss Louise Clark, Sonoma County superintendent of schools, and Miss Ethel McAuliffe, her assistant, have returned to Santa Rosa from Berkeley, where they had been in conference with Sonoma County school supervisors, who are attending the University of California. The supervisors are working out new courses of study for the Sonoma County elementary schools.

LOCAL ITALIANS ENDOW CHAIR AT U. OF C.

Under the auspices of the Italian Chamber of Commerce and the Bank of Italy, a chair of Italian culture is to be endowed at the University of California. Over $50,000 of a $100,000 goal has already been donated, owing to the efforts of the committee, which is composed of prominent Italians of San Francisco. Those who are serving on the committee are: A. Padrini, vice-president of the Bank of Italy; L. Scatena, chairman of the board of the Bank of Italy; J. B. Campodonico, and Luke P. Liuzza, prominent commission merchants of the Bay City. When the quota has been reached the funds will be invested so as to secure a permanent income for the support of an Italian professor.

The University of California has no department of Italian culture devoted to instruction in the general field of Italian literature, art and civilization, though the Italian language is studied at the University by a limited number of students.

It is pointed out that the French department has nine professors and eleven instructors; the German department, six professors and five instructors, and so on, but the Italian department has, provisionally, only one professor and three instructors. Italians feel that this position of secondary importance in which Italian culture is held should not be continued.

Something of the Italian viewpoint is given by the committee, when a member said: "If we remember that Italy gave to humanity Dante Alighieri, who, with Shakespeare, takes rank among the greatest poets of all time; if we remember that English literature abounds with the artistic inspiration of Italy; and that to Italy alone is due that extraordinary period of the flowering of science and art called the Renaissance, then we can quickly see that the position of secondary importance allotted to the Italian department in the University of California is an injustice to the Italian nationality.

"A chair of Italian culture will make possible a more general diffusion of knowledge concerning Italian literature and Italian art, and it will also make possible a 'transmission of the high achievements of our history to the faith of future generations.'"

According to Mr. Campodonico, it may be possible to have the money to establish the new course at the University this fall. Interest in the project is being aroused all over California and some Americans have also generously contributed to the cause.

L. E. Chenoweth, Kern County superintendent of schools, is to be one of the speakers at the Better Rural Schools Conference to be held in the south this fall.

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SANTA BARBARA SCHOOLS DAMAGED BY EARTHQUAKE

Word from Paul E. Stewart, city superintendent of the schools of Santa Barbara, states that the damage suffered by the recent earthquake was great. Mr. Stewart says: "The schools were the heaviest losers in the city. We have had the damage appraised by three sets of engineers and they have agreed upon a figure of $693,500. The old high school building, which is now used as a junior high, was completely destroyed and two of the three-story grade buildings suffered a loss of over $125,000 each. The loss to the new high school was about $20,000. In spite of the fact that we lost practically fifty classrooms, housing about 2000 pupils, we expect to open school on August 31 and carry on to the best of our ability. Mrs. Stewart and I escaped without any personal injury and our property loss not to exceed $1000."

C. E. Teach, city superintendent of schools in Bakersfield, has organized a club among his teachers, the purpose of which is to welcome new members to the city teaching staff each year. This year's committee has already been appointed. The committee is getting in touch with the new teachers to find out when they will arrive, so they can be met, and the kind of a place they wish to live, so that they may have a list and decide upon living quarters soon after their arrival.

The August number of The Western Journal of Education will contain material collected for the schools by the Native Sons for the observance of Admission Day and California Diamond Jubilee.

Delano, Kern County, has voted bonds for a new school building which will be erected in units. The first unit is to be built this year and other units will be added as they are needed.

A special tax of $4,500 has been voted in the Mitchell School District, Merced County, for the purpose of equipping a manual training room and a lunch-room and for general maintenance.

J. F. Prestwood, principal of the Sonoma Grammar School, has been elected president of the Sonoma County Board of Education. Louise Clark is county superintendent of schools.

The new school law will be ready for distribution about September 1. Except for the course of study bill no important changes have been made.

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COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

ONE LIBRARY CONVENTION

The thirtieth annual meeting of the California Library Association and the sixteenth annual convention of the County Librarians was held at Eureka, June 17th to July 1st. There were eighty-six members present at the first session of the County Librarians on Saturday, and between two hundred and three hundred at the meetings on the following days.

Mr. Milton J. Ferguson, state librarian, told of "Recent Library Developments," touching upon the increase in the appropriation for the State Library for which everyone is grateful although it is still $50,000 less than the budget prior to the cut. He mentioned the increases granted by the Legislature to five county librarians, namely, Imperial, Madera, San Diego, San Mateo, and Ventura. He then spoke of the plans of the Carnegie Corporation in undertaking library extension in a state which had not previously had the service, and the selection of Louisiana for the experiment, and the appointment of Miss Essac M. Culver as organizer for the state. The good wishes of all her co-workers go with Miss Culver in this new and important field of endeavor.

The next topic for discussion was "What a New County Librarian Finds Most Interesting." This was handled by the four "baby" county librarians, Miss Martha June Coleman of Tuolumne County, Miss Ellen Frink of Siskiyou County, Miss Edith Gantt of Plumas County, and Miss Minette Stoddard of Merced County. The consensus of opinion seemed to be that the people were of first interest, then the county itself, and the purchasing of books to meet the needs of all, including the children. Miss Frink said that she was like the "elephant's child" —filled with "satiable curiosity." This is her first position as librarian, her tenth position, her eighth move, in six years. Miss Stoddard paid a fine tribute to Miss Culver, saying that in her home county it would always be her sincere ambition to meet the high ideals which Miss Culver had shown. One county librarian reported that three of her custodians had been arrested for bootlegging, but that it seemed merely to be considered a lack of sound business judgment. Another custodian sent back all the books at her branch except the most lurid fiction. One branch can be visited but once a year, and that when the road is first opened to travel in June.

Miss Isabella M. Cooper, editor of the A. L. A. Catalog, 126, was an honored guest throughout the meeting, and contributed much to its success both professionally and socially. She says that the work of revising the A. L. A. Catalog is "a great game if you don't weaken." Miss Cooper came out to see the county library system, and she flattered her hearers by saying that she was tempted to leave New York, where her work had been, and Chicago, where she now is, and come to California and get into county library work. Referring to her present undertaking, she said that the teacher in the small community needs better pedagogical books than the teacher in the large city school, and that this has been kept in mind in compiling the new lists. The co-operation of librarians, professors, and specialists has been excellent.

A number of publishers' representatives and other bookmen were visitors throughout the meeting, and were called upon in connection with the roll call of librarians for a word of greeting. Mr. Henry R. Huntting of Springfield, Mass., reported that every town and hamlet in his state had a library. Mr. Harr Wagner, a San Francisco publisher, who has recently returned from a trip abroad, said that if he could be born again he would like to be born in Jerusalem and to live in Stratford; then both the spiritual and the intellectual would be united. Mr. Friedman of Macmillan's covers seven Western States twice a year in a machine. (No wonder he sometimes meets with slight disaster.) Mr. Jenkins and Andy Pierce of Little, Brown Company were present, and also Mr. R. I. Garton of the trade department of Macmillan's, a man of the highest scholarship and finest ideals, an educator of note in the field of bacteriology, but who prefers to keep himself and his gifts modestly in the background. Mr. Selden C. Smith of Ginn & Company said that the development of the county library in California is one of the greatest steps in the educational field of the state. Mr. Eugene Sommer of Berkeley, Mr. Samuel Levinson of Sacramento, Mr. Gelber of San Francisco, Mr. Leslie I. Hood of Pasadena, Mr. B. B. Futernich of San Francisco, Mr. W. Elmo Reavis of Los Angeles, Mr. H. H. Hill of San Francisco, and other representatives of the world of books, all contributed much to the pleasure and profit of the library sessions.

The work of publishing and selling good books is so closely related to the distribution of good books through libraries that publishers and their representatives, and booksellers, can well afford to meet with librarians on the common ground of makers and distributors of good literature.

The roll call is an established feature of the county librarians' meetings, and each one is expected to report some outstanding feature of the year's work. It is quite informal, and so when the librarian of Glenn County was called upon, everyone hummed "Here comes the bride", regardness of any embarrassment which might ensue, for Miss Faye T. Kneeshaw recently became the bride of Ralph H. Russell. We paused in silence when Sutter County was called, for our beloved friend, Miss Edna Hewitt, had been taken from us so recently. The love with which she was surrounded was shown when the schools of the county held memorial services for her on the day when she was laid to rest.

Saturday evening was given over to stunts on the beach, where a delicious supper was served by Miss Reagan and her assistants of the Humboldt County Free Library. There was music by artists and music by amateurs and it was difficult to distinguish between the two. There were stories and jingles and fun. Miss Cornelia Provines was chief instigator and dignity was laid aside.

On Sunday there were trips to branch libraries at various points in the county and dinner at a delightful inn in a charming valley. Everywhere was the same cordial welcome with which we were greeted as we entered the city, "Welcome Librarians." Indeed, the slogan of the hotel which we encountered on the highway about the time that we began to think about our personal appearance after four hundred miles of stage travel, "Come as you are," made us feel at ease. It was at this time that Miss Lolita I. Dawson, librarian of the Wayne County Service, Detroit, and Miss Winning, her first assistant, arrived and joined us. Literally backed against the wall in one of the rooms of the Humboldt County Free Library, they were bombarded with questions about how they did it in Detroit, and as they endured this rough initiation well and with perfect good humor, were forthwith adopted into order of California county librarians.

By Monday morning the number of librarians had been greatly augmented, and sessions began at 9:30, and something was scheduled for every morning, afternoon and evening for the next three days. There were general sessions and many section meetings. At the first general session, there was an address of welcome by the Honorable Oscar W. Lord, mayor of Eureka, followed by the address of the president of the association, Mr. H. O. Parkinson, librarian of the Stockton Public library, on "Educating the Adult Librarian." Following the reports of committees; Mrs. Theodore R. Brewitt, librarian of the Long Beach Public Library, discussed "Adult Education Methods at Long Beach." One distinctive thing done in Long Beach is to have library cards at the banks and when persons go in to open new accounts a library card is also presented to each one. Conferences are held with the principals of the night schools, and efforts are concentrated on reaching those persons who are still young but who have been obliged to leave school. Much has been accomplished by the preparation and distribution of lists of books on various subjects, and by the establishment of a "Readers' Aid Desk." By these means relations are established between those in quest of information and the library, and lists are prepared on any desired subject. One of the outstanding addresses of the convention was that given by Dr. Tully H. Knoles, president of the College of the Pacific, at Stockton. He made the somewhat startling statement that "the United States of America has the greatest system of schools in the world and no system of education. That we haven't the slightest idea in America where education is leading us. Great Britain has a magnificent system of education and no system of schools. The reason the Englishman wears a monocle is so that he will not see more than he can understand." He

cited the story of the woman whose friends always spoke of her husband as a model husband. She heard this so many times that at last she went to the dictionary and looking at the word "model" found that it meant "a small imitation of the real thing." "That," he said, "is what we've got in America in education. The future is a race between education and catastrophe. Education must be humanized to save us from catastrophe."

On Monday evening there was a dinner and a frolic that turned into a tribute to two of its most honored guests. It was the birthday party of the California Library Association, thirty years of age. It was also the birthday of Dr. J. C. Rowell, librarian emeritus of the University of California. Dr. and Mrs. Rowell were present and were completely surprised by the ovation tendered them. Mr. Ferguson as master of ceremonies addressed Dr. Rowell in terms of endearment and of appreciation of the ideals and the accomplishments of Dr. Rowell during the years of his service as librarian from his appointment in 1875, just fifty years ago. A beautiful bouquet of roses was presented to Mrs. Rowell, who could not understand why she was being "treated like a queen." Emotion reached its crest when a silver loving cup, fittingly inscribed, was presented to Dr. Rowell on behalf of the association. Quickly overcoming the feelings occasioned by the address and the gift, Dr. Rowell responded admirably, telling of his early eperiences in the library which has since grown to such great dimensions, and of the formation and development of the California Library Association. Mr. Ferguson's invaluable aide, Mr. B. B. Futernick, attired in white cap and apron, brought in a huge birthday cake with lighted candles. Miss Susan T. Smith, librarian of the Sacramento Public Library, gave a prophetic glimpse of library work in 1945, in which the airplane figured as the common mode of transportation for librarians and books, while radio equipment occupied most of the space in the greatly enlarged libraries of that day. Dancing and merry-making followed for the remainder of the evening. The harmonica orchestra outdid itself and there were two inimitable stories by Miss Cooper of Chicago. Miss Mary Aileen Ahern, editor of Public Libraries, enlivened the evening and the entire meeting by her presence and her ready wit.

Tuesday was spent at the Humboldt Teachers' College, at Arcata, where the morning session was held. One of the most inspiring addresses of the week was that given here by Miss Cornelia D. Provines, librarian of the Sacramento County Free Library, on "Men and Measures," being the story of her library work with the men in Folsom Prison. Mr. Willis H. Kerr, librarian of the Kansas State Teachers' College Library, gave an interesting address on "Friends of Reading," an informal association of lovers of good books. Mr. Kerr is soon to come to California as librarian of Pomona College at Claremont. The evening was occupied with round-table discussions of children's librarians, cataloging and reference, and municipal libraries. Wednesday was spent in the redwoods, beautiful beyond expression, but to some of us the ruthless destruction of all young growth when these thousand-year-old giants are felled for commercial purposes brought a pain that still endures. Every librarian who enjoyed the beauty of the redwood forest should join the "Save-the-Redwoods-League," for this organization is all that stands between these wonderful age-old trees found nowhere else in the world and complete destruction. The life of a mere human seems so trivial in comparison with the majesty of these trees. Cannot public sentiment save some of these forests from saw and fire? Why can we not learn some of the primal elements of conservation before these trees become as rare as the wild pigeon and the buffalo? We can destroy in a day what it has taken nature thousands of years to build, and only desolation is left in place of beauty.

The closing session of the C. L. A. was devoted to an able address by Miss Ahern on librarianship, under the title of "Bucking the Machine." I wish it were possible to publish in full this inspiring paper by one of America's foremost librarians. Mr. Milton J. Ferguson gave as the closing event of the meeting an excellent talk on "Discovering California," in which he spoke of the early days of the state and so led up to a discovery of our ideals for the state and for our work. Sandwiched in between these two important addresses was a little paper by Mrs. Babcock, who had been asked to tell something about her bookshop enterprise, and did so under the title, "Greedy for Punishment."

Mr. H. O. Parkinson, president of the association, presided with ability and humor for every occasion throughout the convention. His last official act was the presentation of the redwood gavel to Mrs. Theodora R. Brewitt, newly chosen president for the coming year.

Thus closed one of the best meetings of the association, and everybody was glad that we had come to Eureka, where such cordial and efficient hospitality was extended by Miss Ida M. Reagan and her staff, who looked after all manner of details for our comfort and happiness. Mr. Kendall went about with beaming face, remembering no doubt the many years during which he had extended the invitation to the association to come to Eureka, an invitation whose acceptance was long deferred but which when accepted made us all wonder why we had so long delayed. It has won our hearts.

W. L. WILLIAMS SUCCEEDS MRS. FOOTMAN AS MADERA COUNTY SCHOOL SUPERINTENDENT

W. L. Williams, former postmaster, attorney and school principal, who has been connected with the promotion of education in Madera County since 1891, has been appointed to succeed Mrs. Meta N. Footman as county superintendent of schools. Mrs. Footman resigned recently, and it is reported that she will teach in the schools of Fresno.

Mr. Williams went to Madera County from Pennsylvania in 1891, two years prior to the division of the county. He had served two years in the Pennsylvania state legislature and two years as a member of the state commission on education. The year he arrived in Madera he was chosen principal of the district school. He served until 1902 when he became postmaster. In 1915 and 1916 he was county expert, but in 1916 he was again made principal of the Madera school. In 1921 Mr. Williams became principal of the Howard School in Madera and he has been there continuously since that date. He has resigned his principalship to accept the county superintendency. Mr. Williams' election by the board was unanimous and much satisfaction has been expressed by the local people on account of his appointment.

Mrs. Footman had raised the schools of Madera County to a high standard and she had served as county superintendent for six years. Her resignation was accepted with regret by the board.

W. G. Paden has begun his duties as city superintendent of schools in Alameda. He was appointed to succeed C. J. Du Four, who is going to spend some time in study at the University of California.

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BOOK REVIEWS

ADVENTURES IN CRITICISM, by Sir Arthur Quiller-Couch. Critics, writers, students of literature and all those who are interested in getting a more intimate glimpse of great books and their authors will find much of interest in this series of glimpses in literature. (G. P. Putnam's Sons.)

THE ROAD TO WORLD PEACE, by Oscar Newfang. Opening with an introduction which declares that "Civilization must end war or war will end civilization," this volume deals with problems of the world today and concludes with chapters on the Constitution and the League of Nations Covenant. It is divided into four parts: The Need of World Organization; God Clears the Ground; Mankind Reaches the First Stage, or the League of Nations; The Next Stage or the Federation of the Nations. The volume is a logical argument against war. (G. P. Putnam's Sons.)

PRIMARY GAMES TO TEACH PHONETICS, by Anna Eliza Sample. Here are ninety-five pages of stimulating phonetic games which should rouse the children's interest and hold his attention through the lesson drills. The games lend themselves to dramatization, competition and many activities. The material is arranged according to months. (Beckley-Cardy Company. Price $.80.)

HUMAN GEOGRAPHY BY GRADES, BOOK III, THE WORLD, by James Fairgrave and Ernest Young. Maps, illustrations and a generally attractive get-up add to the interest of this volume, which is a collection of geography stories and this with the relation of man to his environment emphasized, combines to make a book that has true value for children. This is the third of the series of geographical readers. (D. Appleton and Company.)

ONE HUNDRED WAYS OF TEACHING SILENT READER, by Nila Banton Smith. Following a chapter on former methods of teaching reading and another chapter containing a discussion of the principles and procedure necessary in the teaching of silent reading, this book contains a group of exercises for the teaching of silent reading which are classified under the following heads: speed, comprehension, selection, organization, retention and skimming. There is no need for any teacher being hampered in her reading work with such a book as this on the market. (World Book Company. Price $1.40.)

PROGRESSIVE COMPOSITION, by Frances M. Perry. Part I, Observation and Report of Facts; Part II, Reflection—Discussion of Facts and Ideas. This material furnishes a unified course in English for the first two years of high school. The book deals with things within the common experience of the child. Review and drill matter is included and the lessons are progressive. (World Book Company. Price $1.44.)

WE AND OUR HEALTH, by George Payne. Book III: Community health and safety with emphasis upon making children realize their social and civic relations to their community where health is concerned, together with pictures which are a part of each lesson, make up the content of this book. Teachers should find this material helpful and suggestive. (American Viewpoint Society, Inc.)

THE LIFE AND LETTERS OF WALTER H. PAGE, by Burton J. Hendrick, edited by Rollo Lyman: This abridged edition of one of the most popular biographies of our own time is now available for high school and college classes. Page lived through the two great wars of our country, the Civil War and the World War. He was ambassador to Great Britain during the World War. His friends, his family, his work, his play, his struggle for success and the crowning of his efforts make a valuable volume for growing Americans to read. (Doubleday, Page & Company. Price $1.00.)

A GUIDE TO THE HISTORICAL NOVELS, by Jonathan Nield. Teachers of the junior and senior high schools and of colleges and libraries will welcome the re-issuing of this practical volume, which is a compilation of the best in literature according to different periods of the world's history. The book is well-arranged and indexed. Novels of each century, the author, publisher and date are given. No teacher or librarian should be without this book. (G. P. Putnam's Sons.)

THE WOMEN OF THE CAESARS, by Guglielmo Ferrero. The author, who is said to be the greatest living Roman historian, claims that much that is bizarre has been written of the women of early days and he claims that the truth is more dramatic and naive than the legends that have been woven around them. The content of this volume is written according to the most recent historical investigation and theories. Students of history will welcome these new lights on the subject. The volume is illustrated. (G. P. Putnam's Sons.)

THE EDUCATION OF BEHAVIOR, by J. B. Saxby. "This book is an attempt to bring our present knowledge of psychology to bear on the problems of behavior, which have to be faced by those who are in charge of boys and girls during their adolescence." Teachers should find this volume full of suggestive helps that will prove valuable in the daily guiding of the behavior of children. (G. P. Putnam's Sons.)

LIVES AND TIMES, Four Informal American Biographies, by Meade Minnigerode: Stephen Jumel, merchant; William Eaton, hero; Theodore Burr, prodigy, and Edmond Charles Genet, citizen, are the characters dealt with in this book. Biography would be far more interesting than most fiction if it were treated in the style which is natural to this writer. The volume is suitable for libraries, high schools and colleges. (G. P. Putnam's Sons.)

COMMENCEMENT PARTS. Valedictories, Salutations, Orations, Essays, Class Poems, Ivy Orations, Toasts, also Original Speeches and Addresses for the National Holidays and Other Occasions, compiled by Harry Cassell Davis: High schools will particularly welcome this very excellent volume of material which is indispensible at the time of the closing of school. The book contains 626 pages of appropriate material for the closing of school and college and for other festive and more serious occasions. The material is suggestive to the student and should aid him in gathering his own ideas. Every library should have this volume for ready reference. (Noble & Noble. Price $2.50.)

NOBLE & NOBLE EXPAND

The publishing firm of Noble & Noble, 76 Fifth avenue, New York, recently purchased the plates of 150 titles from Hinds, Hayden & Eldridge, and they have taken over the stock on hand. The purchase includes the well-known Nichols' Intercollegiate Debate books (7 vols.); Pearson's The Speaker Series (32 vols.); and twelve other popular Speakers, the famous Craig, Sherrill, Henry, and the 1001 Question and Answer Books (13 vols.); Seeley's Pedagogical Books (3 vols.); Character Building Reader (12 vols.); Spanish-American Readers (3 vols.); Chase & Stuart's New Latin Texts (25 vols.); Stout's Manual and Groundwork of Psychology and Gordy's New Psychology; Mackenzie's Manual of Ethics; Dewey's Lessons on Manners and Morals; Houston's New Physical Geography; and 8 German Texts with Vocabulary (School Editions), etc.

Noble and Noble already had a large and interesting catalog of school and library material, including the New Howell Readers, the Summers' Thought and Action Readers, the Burgess Readers, books on history, mathematics, English, modern languages, health and hygiene, public speaking and debate, shorthand, pedagogy and teachers' books, music books, and puzzles and games for children. A special book that teachers find valuable is "Pieces for Every Day the Schools Celebrate", by Deming & Bemis, and there are many other titles of interest to teachers and students. Noble & Noble expect to give increased service to schools and libraries, owing to the recent extension of business.

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BOOKS BY FACULTY INCLUDED IN SHOW OF SCHOOL BOOKS

Members of the summer session faculty and other California authors have written many of the elementary high school and college textbooks now being exhibited in rooms 109 to 114, inclusive, of the Training School.

Two books from the pen of Dr. Ernest Carroll Moore, director of the Southern Branch, are entitled "What Is Education?" and "Thomas Starr King's Oration on Socrates."

Mark Keppel, county superintendent of schools of Los Angeles County, and Harr Wagner of the Harr Wagner Publishing Company, have written a new book called "California History."

Ettie Lee, assistant supervisor of immigrant education, Los Angeles, and instructor in the education department of the summer session, and Jennie I. Page, teacher in the Bridge Street Evening School, have contributed "Living English for New Americans."

"Junior Typewriting," by Elizabeth Starbuck Adams, instructor in the School of Commerce of the summer sessions, has been placed among the books helpful to commercial teachers.

An article entitled "Recent Changes in Kindergarten-Primary Training and Certification in California," by Charles W. Waddell, director of Training Schools of the summer sessions, has been published in the Western Journal of Education.

Many other California authors have contributed textbooks of interest to teachers. —California Grizzley, U. C., So. Branch.

T. S. van Fleet, formerly of the Irvington Grammar School department, has been appointed principal of the Alvarado Grammar School in Hayward, following the resignation of E. F. Morrison, who has gone to southern California to engage in the real estate business.

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THE WESTERN JOURNAL of EDUCATION

AUGUST, 1925

MONTEREY, 1849.

SACRAMENTO, 1852-1854.

SAN JOSE, 1849-1851.

BENICIA, 1853-1854

VALLEJO, 1852-1853.

SACRAMENTO, 1855-1869.

Diamond Jubilee year, celebrating California's seventy-fifth birthday in the Union, serves as a reminder of the various capitols that have existed in the Golden State. Here are pictures of the buildings which have seen service for California's legislators. The capitols are: Monterey, 1849; San Jose, 1849-1851; Vallejo, 1851-1852; Sacramento, 1852-1853; Benicia, 1853-1854; Sacramento, 1854 to the present time.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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CALIFORNIA

Not all of the gold of the Golden State
Is found in her mountain mines;
It gleams from the boughs of the orange trees
And the gay bigonia vines;
It glows in the patches of poppies a-bloom
That girdle the slopes of the hills;
It beams from the bright-colored marigolds
Apparelled in fringes and frills;
It flashes in space on the butterfly's wing,
On the belts of the banded bees,
Reflects from the thousands of jewelled balls
On the yellow acacia trees;
It glistens in honey of orange and sage
That drips from the golden comb,
And glitters and glints on the sanded shore
In its tryst with the wooing foam;
It shimmers in acres of mustard in bloom
That mantles the hill and the plain;
And gold may be found in the heart of the rose,
In the harvests of full ripened grain;
While summer and winter are radiant with gold
From the sun as it shines and shines.
Not all of the gold of the Golden State
Is found in her mountain mines!

—Virginia Burton Bradley.

SONNET TO JUNIPERO SERRA

Though Moorish tower and heaven-ward pointing spires
Adorn the mission churches that you planned,
That still as Meccas for the Faithful stand;
Long, long ago extinguished were their fires
And hushed the voice of chanting Indian choirs.
But children, kneeling at their mother's feet
In some far California homes, repeat
Each night the prayers that once you taught their sires.

You gave your all, and did you naught achieve,
Except to work, to die, to go and leave
Just here and there a fast-decaying mission?
No, memories are brooding over all,
Still Californians seem to hear you call:
"My children, lift your eyes, behold the Vision!"

—Lenore C. Schutze.

The California Home

California! California!
Sing it loud, sing it long,
Sing it in a voice as strong
As the waterfalls
That tumble from the rugged mountain walls!
Sing it sweetly as the breeze
In the tall Sequoia trees,
Or the zephyrs murmuring softly
From the broad Pacific seas!

—W. W. Riley, from "Where Western Breezes Blow."

Diamond Jubilee and Admission Day Programs in California Schools

Compiled by Fletcher A. Cutler
Grand President Native Sons of the Golden West

LITTLE JOURNEYS INTO CALIFORNIA HISTORY

By Fletcher A. Cutler
President of the Native Sons of the Golden West

Monterey

The early history of California revolves around Monterey. Its sheltering harbor beckoned the early navigators as a place of refuge for their frail craft as they buffeted the waves and winds along the Pacific Coast searching here and there for a favorable landing. Cabrillo in 1542 and Vizcanio in 1602 are names and dates that stand out prominently, but it was not until that memorable day when Junipero Serra effected a landing on the shore of Monterey Bay and there established in 1770 the Mission of San Carlos, that its settlement had its beginning.

Portola as Governor of California under the Spanish reign, joined Serra, and Monterey became the seat of both a religious and civil authority in the new Spanish province of California and from that time until its admission into the Union as a state, the affairs of California were directed by those in authority who maintained their headquarters in the historical city. Monterey became the center of life; the capital of the state. There lived the dashing caballeros and the dark eyed handsome senoritas with their fiestas and music and colorful life. Upon the streets walked and mixed soldier and sailor, skippers and whalers, traders and adventurers from every port; the historian loves to dwell on that romantic period when the sweet chimed bells of the Mission tolled its sacred music upon the passing air; when hospitality, generosity, chivalry and gallantry abundantly prevailed.

The end of the Spanish rule in California was foretold by the action of the American Unionists when the spirit of independence spread among the peoples of the earth. It reached Mexico, San Diego and Monterey and in 1822 the Mexican Republic assumed control and authority where previously the representatives of Spain asserted dominion.

On July 2, 1846, another craft approached the Monterey shore from the ocean beyond. It was not that of a navigator, whaler or trader, but it was the flagship Savannah of the United States Navy, commanded by Commodore John Drake Sloat. It was the coming of a new Nation, a new people, a new civilization, which was to become deeply rooted in the soil of California and forever there to remain.

When the flag of the United States was raised to the masthead at the old Custom House, it was the sixth flag to wave over California. The first was the Spanish flag, when Balboa dipped its colors in the waters of the Pacific, claiming the bordering lands for his Sovereign Crown. The second was that of the English unfurled by Sir Francis Drake beneath the cliffs of Point Reyes in 1579. The third was the Russian flag appearing at Fort Ross on the Sonoma Coast in 1812. The fourth was the Mexican flag at Monterey in 1822. The fifth was the Bear Flag flung to the breeze by Fremont in 1846. The sixth served notice to the world that as between the two oceans on the North American Continent there was room for but one flag, the Stars and Stripes. At the conclusion of the war between the United States and Mexico, the treaty negotiated awarded California to the former and continued Monterey as the center of state activities. Here was established the military government which prevailed until the admission of the state into the Union.

Who can visit Monterey without living again that early life so fascinating and so appealing in interest? Each people has its characters and as one approaches Colton Hall he is reminded of that splendid body of representative Americans who assembled there in 1849 for the purpose of instituting and organizing a government for a state that was to come into the Union without serving the probationary period as a territory. There were those who came from various sections of the country; they had brought with them to this land the history and tradition of the past; the struggles of the Colonist and the government that they designed, and the Constitution that they framed and adopted served as the guidance and principles of these crusaders of a new and fertile country. The first problem presented was whether or not California should come into the Union as a free state. The great question of slavery was appearing as a cloud of controversy upon the horizon of the Nation. Texas was the twenty-eighth state of the Union, afterwards Wisconsin and Iowa were admitted as northern states. All eyes turned toward the West to discover where the thirty-first state would come from and what its attitude would be on this great question. The men at Monterey hesitated not but solemnly declared that servitude neither voluntary nor involuntary would ever be permitted within the confines of the state unless for the punishment of crime. These men gave to the state a Constitution that served for thirty years. They fixed the eastern bound-

ary line of the state, which gave to us the great Sierras with their aerial treasures of snow; the life of our irrigation districts that have caused arid lands to yield golden harvests and bountiful crops and which today is the source of hydro-electric power that means so much for our people. They evolved a representative government and provided for a proper representation in both national and state legislatures. They sent their representatives to Washington with the declaration that they had come to this country with an axe in one hand and a rifle in the other and were returning with a written Constitution of a full grown state in one hand and the American flag in the other, and because of these stirring scenes that were enacted in old Monterey and because of the historical characters that lived and died within its sacred precincts and because of its lingering Missions, its adobe houses, its quiet streets, its enfolding hills, its drifting meadows, its crescent bay that once bore upon its waters sails from every zone, California will always find it a shrine for their constant devotion.

STUDY WORK*

WRITE OR TELL IN A FEW WORDS A STORY FOR EACH OF THESE TOPICS:

1. Early Explorers on the Pacific Coast—Who, when, where?
2. Establishment of First Mission—who, when, where?
3. California During Spanish Rule—picturesque features.
4. The Flags that Have Waved Over California.

Some one in the class who has visited Monterey, describe the town as it is today. Explain the writer's statements concerning Monterey: "Californians will always find it a shrine for their constant devotion."

How many states were in the Union when California joined?

THE PIONEERS OF THE WEST

Would God that we, their children, were as they—
Great-souled, brave-hearted, and of dauntless will!
Ready to dare, responsive to the still,
Compelling voice that called them night and day
From this far West, where sleeping Greatness lay
Biding her time. Would God we knew the thrill
That exquisitely tormented them until
They stood up strong and resolute to obey!

God, make us like them, worthy of them; shake
Our souls with great desires; our dull eyes set
On some high star whose quenchless light will wake
Us from our dreams, and guide us from this fen
Of selfish ease won by our fathers' sweat,
Oh, lift us up—the West has need of Men!

—Ella Higginson.

THE CHILDREN'S SONG OF CALIFORNIA

A song to thee of loyalty,
A song to the Golden West,
A land that lies 'neath sunlit skies,
Beside Pacific's breast;
Thy Native Son and Adopted One
From snowy climes agree
That heaven hath crowned
The land renowned—land by the Western sea,
O California fair, California rare,
All nature sings to thee.
The balmy breeze, the fragrant trees
The blue of sky and sea.

Mission bells sweet chimes
As in the olden times
And the mocking birds in the vale,
Let the chorus rise
To the sunny skies
"Eureka, California."

—Unknown.

*The words of Joaquin Miller's poem, "The Days of '49," have been set to music by Leila France. The song is in her book of songs, "Happy Holidays for Children." Published by the Elite Music Co., 70 Santa Monica Way, San Francisco. Price $1.25.

THE DISCOVERY OF GOLD AT COLOMA

Who has stood on that historic ground at Coloma without conjuring up the scene that was enacted there on that memorable day, January 28, 1848, when the voice of James W. Marshall startled the civilized world? Marshall was not a navigator, an explorer, a miner, nor an emissary of an ambitious government. He was one of the adventuresome men who had joined a great migration toward the West. He had endured hardships a-plenty. He was living a simple life amidst a simple setting; there was nothing that distinguished him from his fellows or made him more than an average man of that time. Yet by the accidental discovery of gold his name assumed a prominence that identifies it with an event that shaped the destiny of the American people, attracted the attention of the world and made the admission of California into the Union as a state a certainty.

A mechanic in the employ of General Sutter and engaged in erecting a mill which was to furnish lumber and wood for pressing necessities, Marshall caught the gleam of a shining substance in the mill race and exclaiming it to be gold the echo of his voice was carried by the winds to the four quarters of the globe. Then commenced that great movement towards California, both by land and by sea, such as the world had never witnessed. In swelling numbers men from every walk in life joined the caravan of human souls who pioneered the way across stretched deserts, parched plains, up mountain side, across unbridged rivers, toiling feverishly on to reach the land of golden promise. California soon became populated by a constantly increasing cosmopolitan class of people. Gold discoveries were frequent and of great extent.

In the succeeding years millions were taken from the surface of the "diggings" and there were enacted scenes that furnished material for Harte and Twain and their contemporaries.

The days of '49 will ever linger in the memory of Californians as one of the most wonderful epochs in the world's history. There was brought together a race of men whose like never will be seen again. The very trials that they endured in reaching the Sierras fitted them for the frontier life before them. There were communities of tents and rudely constructed shelters occupied by all classes of society and representing various avocations in life. Attracted by the lure of gold came the adventurers, gamblers and desperados. Amid it all law and order prevailed to a remarkable degree. This was due to the fact that the majority was composed of men of character and resolution, quick to act in protecting personal and property rights, who did not shrink from meting out swift punishment to violators of the criminal and moral code.

The greatest problem to be solved was the establishment of a code of laws whereby the respective rights of miners would be protected. No similar situation had arisen in the United States and it remained for the men of that day and that time, without form or precedent to guide them, to evolve a code of mining laws that afterwards were enacted into statutes, both state and federal. Young men from eastern homes, from the college, from the professions and from the prosaic life of a farm in

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the Middle West, were suddenly confronted with a life of thrilling events heightened by the free, easy and careless habits of those who had come into this scene without serious consideration. Columbia, Tuolumne county, now an almost deserted settlement, at that time polled the largest vote in the state and contained a population of upwards of fifty thousand people. The yield of the surrounding country was fabulous.

Again an event had occurred on California's soil that was indeed providential. For three hundred years Spain and for twenty-five years Mexico possessed and controlled the soil where all of the golden wealth of California was exposed. The incentive that caused the Spanish navigator to roam the seas and invade foreign lands awaited but their exploration of the Sierras to meet its consummation. If during that time the golden treasures of California had been uncovered Spain would have achieved a position among the powers that would have continued her reign over California and perhaps the western boundary line of the United States would have permanently halted at the Rocky Mountains. The addition to the gold supply of the United States from the mines of California increased its trade and commerce, stimulated industries, strengthened its credit and assured it a commanding position in the financial affairs of the world.

TOPICS FOR REPORT

1. **What was the cause of the rapid populating of California?**
2. **Where did the people settle first?**
3. **Describe an early California settlement.**
4. **How might the United States have lost California and her riches during the Spanish days?**

RODEO IN SALINAS

Where is the old time flare and glamour?
Where are the days that used to be?
Hard-paved streets and autos honking
Bring no tale of the past to me.

Swirl of dust as the herd came plunging
Thunder of hoofs on the bare brown hill
Cowboys yell in the swift, wild passing
A moment's clatter and all is still.

Falling night and the bird's faint twitter,
Sun's last rays going out in the west,
Miners sit by the glowing camp-fires,
Each telling stories he loved the best.

So I picture the rough old fellows,
Made bewitching by camp light's flare,
But their shadows refuse my summons
Into the arc lights' pitiless glare.

You call out of the past, Salinas,
Clatter of spurs and broad brimmed hats,
Cowboys subdue the pitching bronchos,
Wickedly using their lariats.

Could you but bring to us, loyal city,
Kindly men from the days of gold,
Sincere and hearty, rough in manner,
These would bring back the times of old.

—Lenore C. Schutze.

The Diamond Jubilee, celebrated on Admission Day, September 9, 1925, celebrates the seventy-fifth birthday of California as one of these United States.

The Diamond Jubilee colors are red, gold and green.

*Additional material may be found in LESSONS IN CALIFORNIA HISTORY by Mark Keppel and Harr Wagner and in PACIFIC HISTORY STORIES by Harr Wagner. A few pamphlets, ADMISSION DAY, by Ruth Thompson, are to be had. HARR WAGNER PUBLISHING CO., 149 New Montgomery street, San Francisco, Cal.

OBSERVANCE OF THE DIAMOND JUBILEE ON ADMISSION DAY

On each recurring ninth day of September the Order of the Native Sons of the Golden West in various cities of the state observe Admission Day, when in pageantry there are depicted epochs of the state history and public exercises are held when the never to be forgotten story is told again. On the coming ninth day of September there will be witnessed on the streets of San Francisco an unfolding panorama of scenes and events occurring on California soil, depicted by the Native Sons and Daughters. No other state in the Union has a background of history from which could be drawn such characters and events. There will be seen the Spanish Navigators who braved the perils of the sea in their frail craft, landing here and there along the coast, charting routes and finding ports for others to follow; there will be replicas of the Missions whose sweet chimed bells carried music to the needy, the distressed and the lowly; there will march pious padres, who pursued their daily labors with no thought of reward other than the consolation that they were at peace with their God; there will be seen pathfinders who traversed the plains, scaled the mountain heights; the advanced couriers blazing the trails; and there will walk with stately tread the pioneers who with their sublime faith and superb heroism journeyed on, toiled on, until at last they stood triumphant on the crest of the Sierras beholding in all its pristine splendor the land of golden promise; from the Sierras will come the red shirted miners with their hopes and ambitions and fraternity and in review there will pass before us the men who framed the Constitution beneath the flag that Sloat raised at Monterey. Through it all, music and color and cheer and good will, will testify to the world that California treasures among its priceless possessions a happy, loving, patriotic people proud of their state with its romance, traditions and its history and above all its sons and daughters who on this day consecrate themselves to California, "The Youthful Queen of the Pacific."

SUGGESTIONS FOR HAND WORK AND DRAWING

Find and reproduce pictures or actual copies of the Bear Flag.
Carve some one of the Missions from a cake of soap.
Draw a map of California and trace the route of Junipero Serra. Place Monterey on the map, also Coloma where gold was discovered first.
Dress dolls in the costume of early Spanish days.
Make a relief map of California of some preparation, clay, or wet paper and salt.
Make Diamond Jubilee symbols of paper, felt, silk or other material for each member of the class.

GEOGRAPHICAL

California is the largest state in the Union, with the exception of Texas. Its area is 158,360 square miles. Irregular in form, the length is about 750 miles, the width about 200 miles. The most striking physical feature is the great mountain-rimmed basins of the San Joaquin and Sacramento rivers. The waters of the mountain streams and rivers of the valleys pour into San Francisco Bay and mingle with the waters of the Pacific at the Golden Gate.

—Harr Wagner.

THE ORDER OF THE NATIVE SONS OF THE GOLDEN WEST

By Fletcher A. Cutler, Grand President

(Every Californian, whether he was "born or re-born" here, should know what the Native Sons stand for and what they do for their state. Here is an excellent resume of the work.—Editor.)

There is an organization in the state that is prepared to greet California in this her Diamond Jubilee year—the seventy-fifth anniversary of her admission into the Union with professions of loyalty, affection and pride as evidenced by deeds performed. It is the Order of the Native Sons of the Golden West instituted for the express purpose of collecting, preserving and perpetuating the history of their Native State. Its membership, composed of twenty-six thousand men born upon the soil and representing every section of the state is enlisted in four distinct lines of endeavor. First: In its historical landmark work it has restored and preserved famous buildings and has located spots where prominent events transpired and have identified the same by tablet and monument in order that there might be preserved for the state great historical places of interest that must be more sacredly regarded as the years go by. As a part of that work the following may be enumerated.

"Monuments erected: Marshall Monument at Coloma; Donner Party Monument at Donner Lake; Monument to Bear Flag at Sonoma; Monument to Commodore Sloat at Monterey.

"Restorations and Preservations: Sutter's Fort at Sacramento; Customs House at Monterey where Sloat raised the American Flag; Colton Hall at Monterey where First Constitutional Convention was held; Russian Building at Fort Ross; First Theater erected in California at Monterey; Greek Chapel at Fort Ross.

"Tablets placed: Marking site of Fort Gunnybags, Headquarters of Vigilance Committee, San Francisco; Sutter's Fort, Sacramento; Monterey Customs House; Spanish Barracks at Presidio, San Francisco; Place where Commander John Montgomery landed in San Francisco, 1856; Site of Broderick-Terry Duel; Site of old Immigrant Ship Niantic, San Francisco; Tablets marking the shore line of San Francisco Bay, Kit Carson Pass, One Hundred Historical Spots Along the Mother Lode, Site of First Capitol Building in California at San Jose, San Carlos Pass in memory of Anza, Historic Spots in Sonoma County.

"Missions Preserved and Restored: San Antonio De Padua, San Francisco de Solano, Santa Inez, San Juan Capistrano, San Jose, San Miguel and San Fernando.

"Landmarks Preserved: Sonoma Mission, Landing of Junipero, Fort Ross."

Second: Since 1911 the order has annually paid into the University of California the sum of $3000 for the purpose of enabling the University to select each year two students advanced in historical research work to visit European and other countries in search of material bearing on Pacific Coast history. In other words, the order has a permanent endowment sufficient to support two traveling fellowships in the university. As a result of that work twenty students have enjoyed the privilege of foreign travel and a wealth of material has been gathered which otherwise would have remained undiscovered and unknown. It has made an international reputation for the University of California in this line of work and it has issued over thirty volumes containing historical data bearing on the early exploration and settlement of the Pacific Coast and the Southwest. From this material the historical department of the university has published a volume known as "The Spanish Period in California."

Third: The order has been engaged in public school dedications and flag presentations to the student body of the grammar and high schools of the state. The following high schools have been dedicated: Calistoga, Petaluma, Lakeport, Bieber, Oakland, San Francisco, Los Angeles, Redwood City, Mountain View, Centerville, Santa Rosa, Wheatland. Grammar schools: Ukiah, Livermore, Tracy, Arbuckle, Ventura, Berkeley, Fort Bragg, Oakley. Miscellaneous: City Hall, Pittsburg; Jack London Memorial, Glen Ellen; Amanda Chapel, Los Angeles; Fremont-Pico Memorial, Los Angeles; Monument to Jedediah Smith, Los Angeles; Santa Cruz-Swanton Airport, Santa Cruz. One hundred and five sets of American and Bear Flags were publicly presented to high schools, one hundred and sixteen sets of American and Bear Flags to grammar schools, eleven sets of American and Bear Flags to Boy Scouts and boys' clubs; over 25,000 high and grammar school students have been addressed by the grand officers of the order. To the University of California, both the Berkeley Institution and the Southern Branch, to the University of Southern California, and to the California State Association in Washington, D. C., special presentation of flags was made.

Fourth: In 1910 the order became interested in the saving of helpless children for a good citizenship. It organized what is known as the Homeless Children Central Committee composed of representatives of every creed and faith. It organized and is supporting a bureau presided over by Miss Marie Brusie. During the existence of the organization two thousand six hundred and twenty-two boys and girls of tender years have been placed in the homes of some of the finest families in the state. Some idea of the magnitude of the work may be gleaned by the statement that the receipts to date have amounted to $214,685.76 and the expenditures to $180,081.99. The source of receipts has been from the various Native Sons and Native Daughter Parlors and joint committees of Native Sons and Native Daughters in various sections of the state. The membership of the order is successfully identified with all civic affairs in their respective communities, especially prominent in the work of preserving the great scenic wonders of the state and making them accessible to the people.

EDITORIAL NOTES
Harr Wagner

The great cities of America will in a few years be in search of school administrators whose leadership will be emphasized by wise economy in buildings, equipment, reorganization of classes and less experimentation in methods of instruction, and more definite teaching of essential subjects. California has in Charles C. Hughes of Sacramento a man who has carefully augmented the old education with the new and has given the city of Sacramento the finest educational plant of any city of its size for the amount of money expended. He has had vision in the selection of sites, in style of architecture, in substantial materials, and in all of the elements that go to make up a wise and economic administration of a school system.

Tom Brown, a son of Leroy D. Brown, formerly State School Commissioner of Ohio, founder of Nevada State University, and City Superintendent of Los Angeles schools, is visiting San Francisco with view to a permanent location. Tom Brown was formerly connected with the San Francisco Examiner. He has been a high school principal and a deputy in the office of the State Superintendent of Schools during Superintendent Hyatt's term. He is a teacher of ability. He has for the last several years been editor of a national magazine and a newspaper correspondent in Washington, D. C. He has been invited to tell his experience as Washington newspaper correspondent to the Sequoia Club.

The Fresno City Board of Education under direction of Superintendent William John Cooper has issued an excellent booklet of rules and regulations. The following rule in reference to the activities of the superintendent of schools should be copied by other boards of education:

"6. He shall keep well informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the board to legislate wisely for the highest interests of the school; and for this purpose he shall exchange reports with other school authorities, and visit schools in other cities with the permission of the board. He shall attend such conventions and conferences called by proper authority as may be deemed advisable after consultation with and approval by the board.

"5. Sick benefits:

A. A principal or teacher who fails for a period not in excess of ten days to render service indicated by the school calendar, due to his own illness, shall be entitled to a sick benefit equal in amount to what his salary would have been had he been working.

"B. A teacher or principal on permanent status, who fails for a period in excess of ten days to render service indicated by the school calendar, due to his own illness, shall be entitled to an additional sick benefit, commencing at the expiration of said ten day period, in a sum equal to 50 per cent of what his salary would have been had he been teaching, for the following periods:

"Ten days if the total service of such teacher has been two years and less than three years;

"Twenty days if the total service of such teacher has been three years and less than four years;

"Thirty days if the total service of such teacher has been four years or more."

The exemption of representatives of publishing houses and school supply houses makes this a good rule:

"I. Agents.—No agents or salesmen shall be permitted to discuss business propositions of any sort with teachers or pupils on the school premises. Representatives of textbook publishers and school furnishing supply houses may be at times exempted from this prohibition by authorization of the Superintendent of Schools."

James Ferguson, the principal of the Chico high school, sends us "greeting" from the quaint cottage of Robert Burns in Scotland. Mr. Ferguson attended the World's Educational Conference at Edinburgh and the N. E. A. at Indianapolis.

Louise F. Bray, the principal of the Farragut school, San Francisco, whose unselfish work for increasing the professional and material welfare of the teachers has been so effective, sends greetings from the South of France, where she is enjoying life and all that the joy of living means in the South of France on the shores of the Mediterranean.

Pansy Jewett Abbott
Successor to Roy Cloud as County Superintendent of San Mateo County

Superintendent Abbott was for years an outstanding figure among the able teachers of the Bay Region. She, more than any one else, succeeded in organizing her county workers into the San Mateo County Teachers' Association, of which she was the first secretary and Miss Anna L. Haley was president. With this organization behind her she went before the California Legislature and succeeded with the assistance of representatives of the county in the Legislature in giving the teachers of the whole state the protection of the Tenure Law.

Locally she has been active socially, being popular as a member of various clubs, and as such is the medium between them and the county newspapers. When something must be given to the public Miss Abbott has been dependable in giving out the publicity in the most effective way.

As County Superintendent she is already spoken of as one whose judgment may be depended upon. It is expected that she will be a worthy successor of Roy Cloud.

E. H. Barker, author of Barker's Trigonometry, published by P. Blakiston Son & Co., has been appointed to an important position in the San Francisco school department.

Superintendent Fred M. Hunter of Oakland has won every fight that he has put up for better schools and his reputation as a "straight shooter" is growing. The growth of Oakland and its schools present a big problem and Superintendent Hunter has met the problem and has the support of the progressive people of Oakland.

GINN AND COMPANY: PUBLISHERS
45 Second Street, San Francisco

Mr. Harr Wagner,
San Francisco, California.
Dear Harr:

From some things that I have read and seen and heard I know that you are coming to find that the road of the school book publisher is rough and rocky and that we are always discovering new persons and peoples to offend.

A friend in our editorial department writes me that a missionary of Brusa, Turkey, came in recently to look over books for children. She ordered a complete set of The New Beacon Charts but cast aside the Beacon Primer, The New Beacon Primer, the Field Primer, and the Field First Reader. When asked the reason, she said that with Mohammedan children she could not use a book containing either the word "pig" or pictures of pigs. My editorial friend says that he hates to discard the word "pig" because it is so perfectly phonetic, and some of our artists make such charming pictures of pigs that he hates to see them go.

I should like to know whether, under the circumstances, you would advise us to take "pigs" from these Beacon and Field Primers and First Readers for little tots.

Very sincerely yours,
SELDEN C. SMITH.

HARR WAGNER PUBLISHING COMPANY
149 New Montgomery Street, San Francisco

My Dear Selden:

In answer to the above I would advise you to stand by the word "pig" or you will be in the position of the well-known "pig on ice." While I appreciate the prejudice of the Mohammedan people against "pigs," I, however, having visited recently some Mohammedan cities can assert without fear of contradiction that there are Iowa "pigs" that could give Mohammedans examples of cleanliness. However, if by a process of evolution the "pig" should become a human hog, that is something different again. I am of the opinion that the editorial department of a great publishing house such as that of Ginn & Co. should fix its own ethical standard, and should not yield to the Mohammedans either at home or abroad. In this case "pigs is pigs" is not an animal, but a principle.

Truly yours,
HARR WAGNER.

Superintendent Harry Bruce Wilson opened the Berkeley schools on Monday, August 10, with some excellent additions to his staff. Virgil Dickson, the most noted research man in the West, will devote his entire time to the Berkeley schools. Ruby Minor, formerly of the State Teachers College, San Diego, will direct the primary teachers. Miss Minor comes to Berkeley with an established reputation and she will, in the scholastic shadows of the University of California, be able to put across a big program for stabilizing and standardizing the primary work. Berkeley should set the pace for the other sections of the State. The city has the educational environment to "lead all the rest."

Superintendent Wilson, following his usual custom, delivered an address to the teachers at pre-opening conferences. Some of the high lights were as follows:

"In the establishment and the successful operation of schools those who work rationally and fundamentally as teachers or otherwise are concerned always with two sets or bodies of purposes. There are those purposes which led organized society to establish and operate schools for the improvement of society. There are those more fluid, transitory purposes which children manifest upon the basis of which schools must strive to achieve with certainty and economy the ends set up by organized society for realization.

* * * *

"An examination of the problem of how growth and resulting efficiency take place reveals that it is by adding from year to year, as a result of studies, desirable, socially valuable knowledge, habits and skills, perspectives and attitudes. The establishment of this equipment is the immediate major concern of the teacher.

* * * *

"The teacher who works fundamentally and successfully keeps before him this large goal of training the child to function in all the ways that life demands through making constant additions to his mental stock of knowledge, habits and ability, perseverance and attitude.

* * * *

"In planning his work in any subject, as geography or history, it should be thought of in terms of units of work rather than in terms of individual recitations. The contribution that each unit of work should make to the equipment of the pupil with socially valuable knowledge, habits and skills, perspectives and attitudes should be carefully analyzed by the teacher in order that he may be sure that his children are moving daily with economy and certainty toward the realization of the ultimate goal.

(Continued on page 16)

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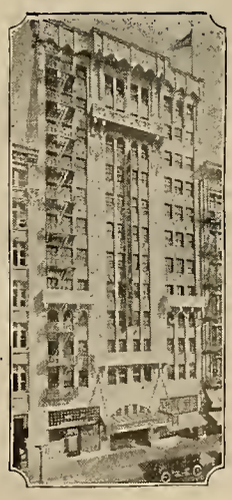

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THE JOURNEY TO AND FROM THE N. E. A. MEETING AT INDIANAPOLIS

By Roy Cloud
Superintendent of Schools, Redwood City
President Bay Section of C. T. A.

The hundred and more delegates from the Golden State to the N. E. A. at Indianapolis this year enjoyed a wonderfully interesting session of the great representative assembly of American school teachers.

All the way across the continent the California delegation practiced its state songs and the "boys and girls" with their poppy hats and their lusty voices were a very important and well known part of the big convention.

There were about seventy California school teachers who gathered in "Our City Oakland" on the morning of June 24th. We traveled via the Feather River Canyon and after passing through the capital of our state entered the mountain girt passes, which took us into our neighbor, Nevada. The second day was hot and the sand and the sage brush were of no particular interest but still there was something about the great stretches of waste country that gave us thought for much conversation.

The way took us over the Great Salt Lake and then on into the Royal Gorges of Colorado. Here we had scenery that was inspiring and grand. At Tennessee Pass we were over 10,000 feet high and could look out over all of the Rocky Mountain country.

The fertile farms of Kansas and Missouri quickly followed and on the fourth day we crossed the Wabash and were in the land of Booth Tarkington, George Ade, James Whitcomb Riley and so many other Hoosiers dear to the heart of the American public.

Our stay at Indianapolis was made pleasant by an old California friend, who put his machine at our disposal and when we were not attending meetings we were enjoying the places of interest in and about the convention city.

The State Capitol with its galleries and galleries of battle-scarred flags of the Civil War, the home of Riley, the graves of Riley and President Harrison were just a few of the places of interest that drew us before we started on our way back.

We stopped in Chicago for four days and were duly impressed with this great American city, which is third in size of all municipalities of the world. It was too hot to get the full greatness of the place into our minds, and beside enjoying the Art Gallery and Field Museum we celebrated the Fourth of July at a one-sided ball game between the Chicagos and the St. Louis Cardinals.

July 7th we spent at Springfield. We stood by the great tomb of that great American, Abraham Lincoln and then were allowed to go into the marble lined room that holds his remains. Just a little way from the resting place of the Great Emancipator was another monument and on it were the words, "He was as friendly as a wayside well."

We went through the Lincoln Home and sat for a few moments on the old sofa where Lincoln had rested so many times. We walked down the street to the Stewart building where he had his office. We sat in the court room of the old State House where he had made his famous speech "A Nation Divided Against Itself Cannot Stand," and where later his body had lain in state while his neighbors passed by to do him reverence. We left this shrine in the evening and visited St. Louis, Kansas City and Denver We enjoyed these great bustling municipalities in spite of the heat, but we were glad to spend two days at Salt Lake. There we heard the music at the Tabernacle and viewed the things that had come since Brigham Young and his little band of Mormons had settled in that Promised Land and had caused the desert to blossom as the rose.

Then came the trip again through Nevada and we were back in California, down over the mountains, across the great Sacramento Valley and in the evening we were on San Francisco Bay with its cooling breezes, while out beyond the city, sinking down into the great Pacific we could see the setting sun.

So it was "Home again and home again —And home again for me." It was good to have seen all the fine places of the East but it was better to be back at home—down the Peninsula in Redwood City, the best little old town in the whole United States.

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ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JULY 20-25, 1925

The State Board of Education met in regular quarterly session in San Francisco, California, July 20, 1925. The following members were in attendance: Mrs. Carrie Parsons Bryant, Mrs. Helen Hastings, Mr. Clarence E. Jarvis, Mr. S. D. Merk, Mr. Florence J. O'Brien, Mrs. C. A. Storke and President Clarke.

Mr. Robt. F. Gallagher, author of the Gallagher-Marsh shorthand textbook, was granted a hearing for Wednesday afternoon. Mr. Gallagher presented a request for the exclusive listing of the Gallagher-Marsh shorthand textbook for use in the high schools of California, in accordance with Section 1527 of the Political Code. Mr. Ferdinand Barbrack, secretary of the Allied Printing Trades Council; Mr. D. K. Stauffer, president of No. 21, San Francisco Typographical Union, and Mr. L. A. Ireland, secretary of the Printers' Board of Trade, were also present and recommended exclusive listing of the Gallagher-Marsh shorthand textbook in conformity with the Home Industry Textbook Law. The board informed them that in accordance with the opinion of the Attorney-General, textbooks may not be stricken from the official list under the high school textbook act. However, a committee was appointed to consult the Attorney-General in this matter.

Later in the meeting, the board voted to set aside Thursday afternoon of the next quarterly meeting for a hearing on the other systems of shorthand if the publishers desire to be heard.

Inasmuch as the cabinet desired more time to examine the new geographies submitted by publishers for adoption for the fifth and sixth grades in response to the board's advertisement at the March meeting, the matter was laid over until the next quarterly meeting, at which the board will hold a conference with the cabinet and expert readers to discuss the merits of the books.

The following definite plan of procedure in reference to trials for the revocation or suspensions of state board credentials was adopted by the board:

(1) No charges looking toward the revocation or suspension of any state board credential shall be presented formally to the board until the same has been duly sworn to by the person making the complaint. Whenever unverified charges are made, the executive secretary shall inform the complainant of this rule and ask that the charges be sworn to. Before any charges are presented to the board, the executive secretary shall ascertain whether the accused person holds a state credential and if so, what kind of a credential.

(2) All charges, when first read, shall be presented in committee of the whole, in order that the committee may determine whether the charges if true would justify a hearing. In case the committee finds that the charges justify a hearing, the charges shall be received and read in open meeting of the board. No publicity shall be given to any charges until they have been received and read at an open meeting of the board, when such charges become matters of public record.

(3) The state board will thereupon determine whether it will itself hear the charges or refer them to the county board for investigation. In all cases where the charges have been preferred by a member of the county board which would try the case if it were referred, and in all cases where county board members are accused, the state board will hear the case.

(4) The accused person shall be notified of the charges and state board action thereon within two weeks after the board has formally received the charges. A full and complete copy of the charges shall be sent to the accused by registered mail to his last known place of address, together with a notice of any intention on the part of the state board to refer the matter to the county board.

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(5) In case the matter is referred to the county board, the executive secretary, after notifying the accused of the board's intention to so refer the charges, shall within two weeks from the time the charges are formally received by the state board send the charges by registered mail to the county board to which they have been referred, together with notice of such reference by the state board and notice of requirement that the county board hear and report upon the charges as provided by law.

(6) In the hearing of all charges looking toward the revocation of a state credential, the accused shall be entitled to be represented by counsel and shall be given a fair and impartial hearing.

(7) In case the state board hears the charges, notice of such hearing shall be sent to the accused by registered mail to his last known place of address at least ten days before the date of the hearing, together with a copy of the rules governing the hearing.

(8) The order of the trial or hearing shall be as follows:

(a) The charges shall be read to the board in open session by the executive secretary or his assistant.

(b) The accused shall thereupon be asked to enter a plea of "guilty" or "not guilty."

(c) In case the accused does not appear, or in case he enters a plea of guilty, the board shall thereupon proceed to consider, fix and announce the penalty.

(d) In case a plea of "not guilty" is entered, the complainant or his attorney shall be allowed reasonable time to open the case and offer evidence in support of the charges.

(e) The accused or his counsel shall then be allowed reasonable time to open the defense and offer evidence in support thereof.

(f) The parties may then take reasonable time to offer rebutting testimony only, unless the board, for good reason, in furtherance of justice, permit them to offer evidence upon their original case.

(g) The board shall be the judge as to what evidence shall be admitted, but will admit no testimony that does not bear upon the charges being heard.

(h) Counsel, witnesses and parties to the hearing will be required to deport themselves at the hearing in the same manner as in courts of record and in case of violation of this rule, the board shall decide what steps it shall take to enforce compliance.

(i) When the evidence is concluded, unless the case is submitted on either side or on both sides without argument, complainant or his counsel and defendant or his counsel may argue the case, complainant or his counsel opening the argument and having the right to close.

(j) After the close of the argument, the board shall, in open or executive session as it shall determine, consider the case and render decision, which shall be announced in open session.

(k) In case the board shall decide to revoke or suspend any credential the executive secretary shall, within two weeks thereafter notify the party whose credential is revoked or suspended, addressing the notice by registered mail to the last known place of address, and shall also notify all county superintendents and county boards of education of such action.

(l) In all cases where the holder of a state credential has been convicted of a felony, the board may revoke such credential upon filing a record of conviction.

(m) In all cases where charges have been referred to a county board of education for hearing and report, the county board of education shall proceed to hearing expeditiously and as provided by law and shall report its progress in the hearing of such charges, within sixty days thereafter. In case it cannot complete the hearing within said period of sixty days, it shall notify the state board, stating the reason for delay. No delay beyond sixty days should be allowed except for good and sufficient reasons, inasmuch as the accused is entitled to a speedy and public hearing in accordance with the provisions of the law."

A communication was received from Rev. R. P. Shuler of Los Angeles objecting to illustrations in a book entitled "Greek and Roman Mythology," which, he stated, is used as a reference book in the study of English literature in the high schools. This communication was referred to the executive secretary for investigation.

The resignation of Wm. M. Coman as secretary of the Commission of Credentials was accepted with regret.

Under the law enacted at the last session of the legislature, the State Board of Education has the power to designate one or more employes to sign teachers' credentials. The board therefore voted that the secretary and the assistant secretary of the Commission of Credentials be authorized to countersign credentials under the provisions of Section 1519a of the Political Code, but that all life diplomas will bear the original signatures of the president and secretary of the board.

The following resolution was adopted:

"Resolved, That the State Teachers Colleges be authorized to offer the prescribed courses required for the elementary or junior high administration and supervision credential."

It was voted unanimously that hereafter lists of high school textbooks offered for the board's approval shall be presented to the members of the board thirty days previous to the date of the meeting; also, that, for their convenience and information, the members of the board shall be informed of names of expert readers.

It was voted unanimously that in the future expert readers for high school textbooks shall be selected from the faculties of the State Teachers College, the University of California, Stanford University and the University of Southern California.

Mr. Olney submitted the list of high school textbooks for the board's approval which had been offered by publishers for inclusion in the official list of high school textbooks.

Mr. Storke questioned the accuracy of historical events in Guitteau's History of the United States. Information having been received that the Los Angeles School Department desired to adopt this book for use in the schools this year and being assured by the representative of the publisher that any errors found in the book will be corrected, Guitteau's History of the United States was listed with the following vote: aye, Mrs. Bryant, Mr. Jarvis, Mr. Merk and President Clarke; no, Mrs. Hastings, Mr. O'Brien and Mr. Storke.

The following list of biology books was presented for the board's approval:

Atwood, Problems and Experiments in Biology.

Blaisdell, Exercise and Review Book in Biology (a laboratory manual).

Clement, Living Things.

Gruenberg, Biology and Human Life, Rev.

Hunter & Whitman, Civic Science Manual.

Linville & Olmstead, A Manual of Laboratory Studies in Biology.

Peabody & Hunt, Biology and Human Welfare.

Small, Beverley & Bailey, New Biology.

Examination of the books by the following named persons brought about a discussion on the subject of evolution, the fundamentalists objecting to statements in Atwood, Problems and Experiments in Biology; Gruenberg, Biology and Human Life, Rev., and Peabody & Hunt, Biology and Human Welfare.

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Dr. Louis L. Newman of San Francisco, President Maynard Shipley of the Science League of America, and Dr. Charles A. Kofoid, Professor of Zoology of the University of California, were in favor of listing the books on biology that taught the theory of evolution. Rev. Wm. B. Riley, ex. secretary of World's Christian Fundamentalists Association, Minneapolis; Rev. Harry Rimmer, director of Research Science Bureau, Los Angeles; Rev. Stewart P. Maclennan, pastor First Presbyterian Church, Hollywood; Rev. Alonzo Baker and Rev. Francis D. Nichol of Mountain View, objected to touching evolution and were opposed to listing the books that taught the theory of evolution.

Following a lengthy discussion, the list of biology books was approved and ordered included in the list of high school textbooks, with the exception of Peabody & Hunt, Biology and Human Welfare, which was adopted the following day, Mr. O'Brien voting no on Gruenberg, Biology and Human Life, Rev.

Mr. Storke called attention to inaccurate statements in Riley, Economics for Secondary Schools, and action was deferred until the following day. A request for this book was received from the Oakland School Department and the publisher promised to correct any inaccurate statements contained in the book. The board therefore listed Riley, Economics for Secondary Schools, the following persons voting aye: Mrs. Bryant, Mrs. Hastings, Mr. Jarvis and Mr. Merk; no, Mr. O'Brien, Mr. Storke, President Clarke.

Mr. Merk and Mr. Ricciardi reported on the conference held with the university authorities regarding duplication of vocational agriculture field work that a satisfactory plan had been agreed upon whereby the motion agreed upon by the principal of the school desiring agricultural club work and Mr. Werner will be referred to Mr. Crocheron.

The University of Arizona and the University of Oregon were placed on the list of accredited institutions for secondary credentials.

The list of appointments to the faculties of the State Teachers Colleges submitted by the Director of Education was approved.

The board voted that in the future, for their information, the Director of Education be requested to place the salary opposite the names of the persons recommended.

The members of the State Teachers College committee were authorized to visit the institutions nearest their homes between now and next April.

Miss Mamie B. Lang, who was recently elected commissioner of elementary schools, presented an outline of the plan of work she proposes to carry out, which was approved.

Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum:

Mrs. Mae H. Simms, Abramson.
Amelia M. Angell, Los Angeles.
Edgar Thomas Boughn, Pasadena.
Emma V. Caleff, Los Angeles.
Sedalia Cubbison, Ontario.
Frances Regan Donovan, San Jose.
Augusta C. Flentjen, Los Angeles.
Nettie L. Getchell, Los Angeles.
Rose Goldsmith, San Francisco.
Charles Francis Gulick, Alamo.
Mrs. Nettie B. W. Harris, Adin.
Mary Sue Hickman, San Jose.
Mrs. Etta Ogden Holway, Oakland.
Edgar Hunter, Willows.
Mrs. Ellie Colegrove Ingham, San Fernando.
Charles H. Jones, Richmond.
Alice Florence Keefer, Camp Meeker.
Ida Marion Kervan, San Francisco.
Pauline Langstadter, San Francisco.
Kittie O. Martin, Los Angeles.
Mrs. Sina W. McPherson, San Francisco.
George S. Morris, Hemet.
Kate C. Morris, Oakland.
Hattie Hinds Morrison, Lakeport.
Charles Henry Murphy, San Francisco.
Elizabeth R. Murtha, Oakdale.
George W. Ogden, Nevada City.
Elizabeth A. Packard, Claremont.
Mrs. Eunice I. Rice, Moorpark.
Augusta C. Robertson, San Francisco.
Kate Shepheard, San Francisco.
Mrs. Minna Simon, San Francisco.
Bertha E. Southworth, Burson.
Mary E. Sullivan, San Jose.
Mary Louise Sutherland, Pomona.
Ann Theobald, Oakland.
Flora Van Den Bergh, San Francisco.
Ada May White, Santa Cruz.
Mrs. Mercy C. Williams, San Francisco.

(Continued on page 15)

The Creative Education Association of California

GRACE CHANDLER STANLEY, President
ADELIA ADAMS SAMUELS, Cucamonga, Vice-President
E. S. LEEDY, 2939 Thirty-fourth Street, Sacramento, Secretary

HOW THE NOVELTY SHOP PROGRAM CAME TO BE

Under the direction of Mrs. Evangeline Spozio, San Francisco State Teachers' College.

How many boys and girls wonder how the Novelty Shop Program came to be in the Frederic Burk School? First, though, in order to tell you we will have to explain that each class in the high grammar grades in our school had a program, but the Novelty Shop was confined to Room 18.

Our school is just like yours. We have to study reading, writing, geography, history and all those subjects that most of us think we dislike. It is hard to study a subject that you just loathe. For instance, geography. Most all children think it is just a book with a lot of dry facts and a few useless maps. When this book is put before most children, this is what runs through their minds: "Oh, another book to half memorize, so we won't flunk an examination. Well, anyway, we will finish it soon and have it over with."

Our class did not have this attitude toward geography, because if it had the Novelty Shop would never have been a success.

We were all studying geography, but not everyone of us were on the same countries; each one of us were studying different aspects of it.

One morning our class had a meeting. We may add here that our class is organized with a president, secretary, etc., and all of our work is carried on through these organizations.

In this meeting the subject of geography came up. Each person seemed to be interested in what the other fellow was doing in his work in geography. There was only one way to find out, so the president of the class asked for suggestions as to what to do in order to let one another know what he was doing in geography.

The program idea was not a new one, so the first thing suggested was a program. When this suggestion was made, some of the pupils said: "Oh, we had one last year; we don't want any more." "Oh, yes, we did have one last year, but we could have a very different kind this time," replied one of the members. The president asked: "Well, just what kind of a program would you all like? Make any suggestions and I am sure we will find a way to tell the class as a whole what each one is doing in geography and then, too, a little what he has learned."

"Oh, yes, I think that if each one of us would be some kind of an article from the country which he is studying, tell his life as he had lived it in his country."

"That would be funny! How are all of us going to be together?" "That's easy; we all could be collected by an old man who is making a collection of things from the different parts of the world. The old man could fall asleep. We, the articles, could come to life and tell each how he came to be there and about his life."

The class very excitedly said: "What, that's great, but now what could we call our program?"

"Why, just call it the Novelty Shop Program."

We had a very hard time deciding just what article we wanted to be and some of us changed our minds many times before we were satisfied.

One of the boys wanted to be a redwood tree because he had been away up in Oregon during the summer, had been through the logging camps up there. During one of our class discussions it was decided that it would be rather queer to have a redwood tree in a Novelty Shop, so the question was asked: "What is made out of redwood trees?"

"Well, they make sewing baskets, vases."

"I don't want to be either of those things They make log cabins out of redwood, so why couldn't the Novelty Shop be a log cabin in California?" It was decided that our Novelty Shop would be a log cabin in California and he would tell us how the big trees were cut down, how they were taken away along the river, and finally how he was made into a Novelty Shop.

It was lots of fun hunting for pictures about all the different things which happened to this boy. We found pictures of a forest, of woodmen cutting down the trees and lastly a picture of a real log cabin which represented our shop. Now you see if we hadn't had our class meetings the way we did, in which to settle all our questions, some of us would have had a much harder time. Instead, when any questions or suggestions were offered all of us were helpers. It was through helping each other that our program grew to be what it was.

Angele Keilbar,
Ruth Jenkins,
Student Teachers.

PROGRAM OF ROOM EIGHTEEN

Names	Subject
Jack Fleming	A Flying Machine's Propeller.
Herbert Brown	A Wooden Soldier.
Robert Dornin	The Old Man.
Janet Rose Dickhoff	A Penny.
Eva Bradshaw	An Indian Canoe.
Bernice Bryant	A Filipino Hat.
Fred Junker	A Redwood Cabin in California.
Jane Hoag	A Geography Book.
Florence Stone	A Clock from Switzerland.
Carlye Stone	An Idol from India.
Rosemarie Spiegel	A Pin.
Virginia Rasmussen	A Pearl.
Betty Russell	Indian Arrow Head.
Joe Hoffman	A Letter from Alaska.
James Sexton	A Rope from Manila.
Harriett Tennant	A Lead Pencil from England.
Ralph Johnson	A Rubber Ball.
Dorothy Jones	Indian Moccasins.
Stanley King	An Anchor from Spain.

We, the pupils of Room 18, have what is called the Novelty Shop. In our shop we have many treasures from all parts of the world.

Thursday, October 9, 1924, the above pupils will tell you about their life on the said subject.

Please come.

OUTLINE PRESENTED TO STATE BOARD OF EDUCATION

By Mamie B. Lang
State Commissioner of Elementary Education

There seems to be a growing tendency, both in the field of education and in the field of business, that certain improvements might be made along educational lines. When men such as Thomas A. Edison in a leading magazine article, declares: "That our educational system is not delivering enough, either in its method of teaching or in what it is teaching," it certainly causes the layman to stop and think. Nicholas Murray Butler also states: "That the ability of pupils to read has well-nigh disappeared, while the ability to write manifests itself in forms of crudeness and vulgarity." Such a statement coming from one of the leading educators of the country makes us raise the question at once as to what statistics he based his statements upon. We cannot help but feel that there is too much being taken for granted today and too little being absolutely proven.

We, the school people, may be overestimating the value of the program we are putting over, and you, the public, may be underestimating it. Who knows? The logical procedure would be for the school to prove her position. This can only be done through the field of scientific research. Research is the only rational and efficient means of directing change. It has been recognized by large business and trade associations, by all departments of government, and by the school itself. The day has arrived when educators can no longer leave the results in education to the forces of tradition, nor to the dogmatic opinions of people who have no scientific means of judging. If changes are needed in our course of study, in our methods of instruction, and in our school administration, these changes should be pointed out through scientific research and brought to the attention of those in authority who are responsible for the program. It is my firm conviction that no change can be brought about except through the teaching force being brought to realize the necessity for such a change. Thus, close organizations should be formed between superintendents, rural supervisors and their various teaching forces.

The elementary field is definitely charged with the teaching of the fundamentals. Since reading is considered by all to be the most important elementary subject, it would be well through organizations of superintendents and rural supervisors in various parts of the state to study reading, with the view of improving instruction in the field, acquainting teachers with new educational problems, and studying the various methods now used in reading to the end that the best might be selected from each method and worked over into a California method that might be adopted or accepted by all.

We all realize that a great hardship is worked upon children moving from one part of the state to another when no uniform system of teaching reading is used. It also increases the problem

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of retardation, which, of course, affects the financial end of the school program. These professional groups in reading could use the various Teachers Colleges as a nucleus. The work could be under the immediate control of the Director of Education and the Supervisor of Reading in these various institutions. In fact, such a club is already formed at the Chico State Teachers College and is doing excellent work along this line. In the meantime, a survey of the various school subjects could be made. First, to determine how the course of instruction was functioning throughout the state. Second, to improve the line of instruction if it did not measure up to a given standard. Third, to put over new ideas along the given lines that would link the subject more with every-day problems. Arithmetic would probably be the best subject with which to begin the survey, because it lends itself definitely in checking for results. A state medium could be obtained, we would have a test-norm, thus a county could see at once how it stood in this subject, and if remedial work were needed, expert opinion could be given that county as to how to apply this remedial work without seriously interfering with the rest of the school program. As I have stated before, there is no use trying to do anything in the field of research unless the results are brought definitely to the attention of those who are responsible for the program.

Personally, I have found superintendents, rural supervisors and teachers eager and willing to accept helpful suggestions along the lines of improvement in instruction when they were convinced that such improvement was needed. Teachers are keen for help such as outlines of courses or methods of instruction that help them in putting over a better program.

Spelling is another subject that would lend itself easily to investigation. The same procedure could be followed as with arithmetic. Certain counties are doing research work in spelling. The results of their research should be gathered together so that the state might have the benefit of their findings. In fact, all subjects in time could be checked out and through the teachers in the field and the groups of trained workers in the professional or research clubs, programs could be built that would benefit the pupil, the teacher, and make the work of supervision more desirable.

This is but one phase of the work. The course of study is perhaps the most important thing that we have to deal with. Ways and means should be found for ending duplications in the work, and at the end of given courses, of gathering together the leading background facts and drilling upon them so that the child may have a concrete knowledge of the subject matter, why it is taught, and how he can use it in later life. Broad courses in reading are very useful, both from a cultural and an informational point of view, but I am a firm believer in the idea that when a child has finished a given course, say for example, civics, he should have some very definite ideas regarding the subject. Such outlines could be arranged by the various professional groups in the field, the results brought together, and the course thus formulated be given to the various schools. I do not find a demand for new material in the field, but I find a general demand among teachers for very definite outline courses that will help them in putting over the subject matter in the various courses.

Children like to measure their own ability along all lines so this definite required subject matter that must be understood and retained lends itself easily to the measuring program and makes for interest in school work and a general desire on the part of the pupil for steady improvement. The school needs aims and objectives clearly defined; then I am sure teachers and pupils will strive hard to accomplish them.

Again let me say that we cannot make a program from the top and send it down to the workers in the field. The need for a program must be felt by the workers and the demand come from them with their suggestions. Then when a program is made up carrying out these suggestions from field workers, supervisors and superintendents, it will be accepted by all because it is the work of their own hands and carries out their own ideas and ideals. This school program is not the work of any one person, but the work of every one engaged in school work, and it is only through team work and by understanding each other that we can make a course of study, plans, or outlines, that will be accepted by the teaching force of California.

I beg to remind the board that this program is intended for counties and not for cities, for it is in the rural counties where the great need for this type of work is felt.

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WESTERN SCHOOL NEWS

Salaries of all San Leandro grammar school teachers have been raised $100 a year. The salary of a beginning teacher is now $1500. Other salaries are determined by the experience and ability of the teachers.

Louise Clark, county superintendent of Sonoma county schools, will spend the last week of August in visiting schools along the coast and meeting with supervisors and teachers.

The annual report of Mrs. Minnie Gray, Sutter county superintendent of schools, shows an increase of several hundred pupils in the schools and a smaller operation cost per pupil, except in the kindergarten, than in previous years.

C. L. Walton, principal of the Carruthers high school, has been elected president of the Fresno county Board of Education. He succeeds D. C. Weage of Clovis.

San Mateo high school district school trustees have accepted the offer of San Mateo to donate three acres of the city park for a Junior College site. The people of San Mateo are to vote on the proposition in the near future.

One hundred new teachers have been added to the Oakland teaching staff. Fred Hunter is superintendent of schools.

Outstanding features of the annual report of County Superintendent of Schools Hancock, San Jose, are that a one-million-dollar building program is under way in Santa Clara county; that there is at least one night school for adults being conducted in every high school district, and that the county school health program is to be enlarged.

The California Polytechnic School at San Luis Obispo will open September 7. This is a state school and tuition is free. Courses in agriculture, home-making, printing, engineering and other practical subjects are given. Eighth grade graduates, both boys and girls are admitted. For the use of students entering the school there are available five scholarships to both boys and girls. They will be awarded on the basis of the adaptability of the applicant for vocational training, worthiness and seriousness of purpose. B. R. Crandall is president of the institution.

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OAKLAND
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WESTERN SCHOOL NEWS

Miss Nora Ashfield, assistant city superintendent of the Richmond schools, and Mrs. Emily Axtell, supervisor of Americanization work, have been spending the summer in Europe. The instructors expect to return home in time for the opening of school this fall.

George B. Edwards, director of the Berkeley part time school and director of vocational education, dropped dead recently attending the summer school at the University of California. He was a widely known World War aviator and had been with the Berkeley school department for the past two years. Flags were at half-mast when the news was spread of the city's loss of one of its best educators.

A new manual arts building is to be erected as a unit to the high school in Livingston. The cost of the building is to be $9637.

Discovering that their proposed expenditures for the next fiscal year were $8,122,407 and that the city budget provides for only $8,004,477 funds, the San Francisco Board of Education has "pruned down" its own budget $117,930.

In Los Angeles, making his annual report to the Board of Education recently, Deputy County Counsel A. T. George, who acts as legal advisor of that body, revealed that 328 building contracts for city schools, totaling $5,245,726, had been signed during the fiscal year which closed on July 1. In addition, during that period, county school bond elections for $36,919,109 were certified. George declared that the past fiscal year marked the period of greater expansion than the Los Angeles city and county school system has ever known.

During the last ten years San Francisco has spent a total of $40,536,540 in education in its public schools, of which the taxpayers contributed $27,412,979, according to a financial report submitted to the Board of Education recently by W. A. Johnson, statistician of the school department. The report shows that city taxes have increased from $1,093,094 in 1914 to $3,913,942 in 1925, an increase of 300 per cent in eleven years.

Superintendent George Albee of Eureka is making a fine record as an administrator. The city has voted the Board of Education ample funds for new buildings. Superintendent Albee is spending the money wisely and economically and getting wonderful results. The new stadium, near the new manual arts building, is very unique. He has had a canyon changed so as to make a natural out-door theatre and athletic field. It is surprising the splendid results that Superintendent Albee is able to secure.

When Santa Monica schools reopen in September, Robert E. Munsey, formerly of Chicago, and more recently connected with Los Angeles and Hollywood high schools, will be in charge of physical education at the beach city high school. Miss Bess Shirley Davis and Floyd E. Mishler will be the other new members of the school's physical education staff.

CALIFORNIA JUNIOR HIGH PRAISED

Berkeley, July 20.—"California's junior high school system is the finest in the United States," says Dr. George W. Hunter, professor of biology at Knox College, Illinois, and author of the textbook used by John Scopes in the schools of Tennessee. Dr. Hunter presided at the conference of science teachers in the secondary schools held in Berkeley last week.

"The West is more progressive than any other portion of the country in its educational methods," asserts Dr. Hunter. "After an extensive study of the educational system, I should say that California is well in advance of all other states in such matters."—Oakland Tribune.

COUNTRY SCHOOLS NEED TEACHERS

There are a number of vacancies in the ranks of Humboldt county school teachers for the opening of the fall term, for which the salaries range from one hundred and thirty to one hundred and fifty dollars a month, during the school year of nine months, County Superintendent of Schools R. A. Bugbee has announced.

The vacancies occure in Blocksburg, Mattole Union at Petrolia and at Whitethorn and Florence on Klamath River. At the beginning of the year a long list of applicants made it unlikely that any schools would go short of instructors in the county and it is only lately that the need for a greater number became apparent.

ALAMEDA COUNTY SCHOOL FUNDS

Oakland, Alameda and Berkeley will receive $1,241,527 of state and county funds for the support of their high schools during the coming fiscal year, and $2,308,721 for the support of their elementary schools, according to the figures made public recently by David E. Martin, County Superintendent of Schools.

High schools, elementary schools and kindergartens in Alameda county will require the sum of $4,141,553 for their operation during the 1925-26 school year, according to Martin's report.

Martin's figures show that the state and county will have to provide the sum of $2,771,701 for the support of Alameda county elementary schools and the sum of $1,369,852 for the support of high schools during the year.

Of these sums the state will have to provide $1,326,518 for elementary schools and $423,156 for high schools. The county will have to provide $1,445,183 for elementary schools and $946,696 for high schools.

Eleven states have enacted teacher tenure laws. These laws generally prescribe a period of probation for teachers before permanent appointment and guarantee security in their position during good behavior and efficiency.

Kansas claims the first radio commencement in history. The Kansas Agricultural Colege sent invitations this year to 1,800 "aggies of the air," students enrolled in courses conducted by radio, to attend this notable event in person.

MISS SWOPE'S SUMMER SCHOOL

Dr. Elizabeth T. Sullivan
University of California, Extension Division,
Los Angeles, California

With the summer of 1925, the Swope Teacher Training School closed its sixteenth session in California.

For many years, teachers of California have been choosing this institution as a place where their training could be supplemented and extended, at the point most advantageous to them individually.

This year, in the two sessions held at Santa Cruz and Long Beach, respectively, six hundred and seventeen teachers were enrolled, representing fifty counties in California and school districts of ten other states; also, Hawaii and Japan.

A large percentage of these students are graduates of universities and colleges, while practically all of them are graduates of normal schools. All are at present engaged in the teaching profession.

This school offers thorough training in academic work covering such phases as are incorporated in the courses of study for the elementary grades in California.

The work in the fundamentals of education and in school management is handled by Miss Caroline Swope, director of the Swope Training School. Her unusual insight connected with her years of experience, make her presentation of the fundamental subjects of great practical value.

Reading in its various phases, both primary and advanced, was presented in a most helpful way by Miss Elizabeth Keppie, director of dramatics, Pasadena high school, and Miss Madilene Veverka, supervisor of kindergartens and primary grades in the schools of Los Angeles. During the course the several methods of teaching reading and phonetics was demonstrated by these instructors, who were also in charge of courses in Americanization and Problems of the Rural Teacher.

The Beacon Method of Reading and Phonetics was presented by Mrs. Lillie Whittaker, formerly a primary teacher in Berkeley.

The literary and story telling phase of the work was in charge of Mrs. Andrud Bright of Berkeley.

Arithmetic and history were handled by Mrs. Lucy Sanchez, vice-principal of Le Conte junior high school, Los Angeles.

Penmanship was taught by Mr. R. E. Wiatt, supervisor of penmanship of the Los Angeles city schools for the past fourteen years.

A fine arts course covering the eight grades, was given by Miss Haidee Glasscock, Miss Mottram and Mrs. Pauling, special art teachers in the schools of the city of Los Angeles.

Miss Anna Swainson, of the University of California, Berkeley, was in charge of the industrial arts course.

Mrs. Cora A. Merry, supervisor of music, elementary and junior high schools, Riverside, gave methods of teaching public school music, the course especially designed to help teachers apply the fundamental principles of music in carrying out the state program.

Miss Margaret R. Martin of Washington, D. C., was instructor in creative music based on music appreciation.

Miss Winifred Van Hagen, Assistant State supervisor of Physical Education, was in charge of the playground activities, while Miss Vinnie Gee, director of girl's activities, junior and senior high schools, Long Beach, was instructor in the singing games and folk dancing.

The theoretical and scientific phases of the work of teaching were presented through a course of lectures by Dr. Elizabeth Sullivan, University of California, Extension Division, Los Angeles. The aim of this course was to furnish the background for the understanding and application of the subject matter embodied in the other courses of the summer session.

An interesting display of craft work was made by the Supervisor of Rural Schools of Kern county, Miss Lennice Eyraud.

An exhibit of poster work, sand tables and displays of other educational materials added to the advantages to be derived from the course.

A complete line of the Dennison art materials was on display at both sessions of the summer school, and under the direction of Miss Betty Geddes of New York City the teachers were taught to use these materials for the making of costumes and decorations suitable for school festivities.

The well unified character of the course of study and the opportunities for individual conference with the instructors, make attendance at this school of unusual benefit to teachers.

$1,677,035 BUDGET FOR ELEMENTARY SCHOOLS IS FIXED

Glendale, July 1.—(C-V Service, Inc.)—The 1925-26 elementary school budget for Glendale will be $1,677,035, it was announced today by members of the Board of Education. Of this sum, $1,200,000 will be for capital outlay, $502,335 for maintenance, and $54,700 for kindergarten expenditure. The budget is based on an average daily attendance of 4611 students. The total tax rate to be fixed by the local board will be approximately 16 cents on the $100 valuation.

In the capital outlay expenditure, $1,064,000 of bonds, voted at the special election held June 16, will cut down the budget figure to $56,000. The board has authorized the sale of the first $500,000 block of bonds, and the remainder will be sold as required, it was announced.

In the kindergarten expenditure, $25,000 is for rents, while $27,500 is for salaries. Teachers' salaries in elementary schools will amount to $386,000; wages of janitors and engineers will be $25,000; fuel, water, light and power will cost $8500; repairing buildings will add $2000; salaries of school physicians, dentists, nurses and health inspectors will amount to $4950, and recreation expenses will be $2000.

Sites for new buildings will cost $215,000; new buildings will cost $741,700; improvement of grounds will add $91,000; building alterations will account for $25,000; new furniture will cost $46,300; instructional apparatus will be purchased at a cost of $1000, making a total of $1,120,000. R. D. White is the superintendent of Glendale schools.

EVERY SCHOOL CHILD CARRIES A SAVINGS ACCOUNT

Duluth, Minn., leads the school honor roll of the American Bankers' Association in class A school systems—those having an enrollment of more than 10,000 pupils. School savings deposits are carried by 99.7 per cent of the pupils of that city. In class B, enrollment 5,000 to 10,000 Evanston, Ill., stands first with a percentage of 97.3 pupils participating in the school banking system. Pekin, Ill., leads in class C, enrollment 2,000 to 5,000, with a percentage of 100; and Albemarle, N. C. also with a full 100 per cent, leads in class D, enrollment under 2,000.

NATIONAL GEOGRAPHIC SOCIETY

The National Geographic Society requests teachers who plan to use the Geographic News Bulletins during the 1925-26 school year, to send their applications early in September.

Prompt requests enable the Society to put names and addresses on the mailing list in time for teachers to receive all issues of the Geographic News Bulletins weekly from September to May.

The Geographic News Bulletins are one of the Society's contributions to education and only teachers may receive them. The thirty issues during the school year are illustrated and give the geography of places and products. Applications for the Geographic News Bulletins should be accompanied by twenty-five cents to cover the cost of mailing.

COURSE OF STUDY FOR DIAMOND JUBILEE, San Diego City Schools, covering geography, civics, art, history, dramatics and music. This thirty-page booklet gotten out by a committee of educators in San Diego where Henry C. Johnson is superintendent of schools should be accessible to every school in California. Material under each subject head as given above is included, together with references, a general suggestive course by grades, subjects under topics, poetry, a suggested pageant and historical notes. This live subject matter can be worked into projects that will carry valuable lessons to California children. The material can be followed daily until January, 1926. The committee compiling the work was composed of Mrs. M. E. O'Farrell, C. DeWilton Scott, Lotta D. Perry and Mrs. Annie M. OsOtrander, chairmen; Mrs. M. Ellen Barber, Mrs. Anna R. Scott, Mrs. J. D. Conner, Ruth price, Ruth Munsell, Lillian Nyberg, L. L. Bloomenshine, J. D. Simpkins, Edna M. Brems, Kate Spani, Martha Nye.

Malnourished children in the Cleveland (Ohio) public schools are gathered into special classes conducted by the nutrition clinics. They "graduate" when they attain the weight required for their age and height. Last year 118 children passed through these classes.

"American Education Week" will be observed again this year. The week of November 16 to 22 has been chosen for it, and once more the American Legion, the National Education Association, and the Bureau of Education of the Interior Department are cooperating to promote it.

An art contest for children, conducted this spring in the St. Paul Public Library, was participated in by more than 900 children. The schools cooperated and work of a high order was presented. Sixty of the children received prizes of attractive art books and framed and unframed pictures.

Twenty Wisconsin cities have entered a "better cities contest" and they will be judged in relation to public education, health, location, playgrounds, libraries, parks, and other activities which make the life of the community worth while. At the request of Dr. John C. Callahan, state superintendent of public Instruction for Wisconsin, Dr. John J. Tigert, commissioner of education of the Interior Department, has designated Walter S. Deffenbaugh, chief division of city schools of the Bureau of Education, to be one of the judges.

A copy of the Declaration of Independence and of the Federal and State Constitutions will be presented to every grammar school graduate by the State of New Jersey. Provision for this was made at the last session of the state legislature. Dental clinics in schools, and pensions for school medical inspectors, as well as for janitors injured in service, were also provided. A law was passed prohibiting discrimination on account of sex in the employment of public school teachers.

About half of Pittsburgh's elementary school children are enrolled in platoon schools. Introduced nine and a half years ago as an experiment with 1,200 children, about 36000 are now instructed under the "work-study-play plan," each subject taught by a special teacher in a room specially equipped for the purpose. In a recent pamphlet, "Super opportunities of the Pittsburgh Platoon Schools," the superintendent, principals, and teachers describe the enrichment of educational opportunities that have come to the pupils with the adoption of this plan.

Dr. Harold W. Fairbanks addressed a geography class of Professor R. D. Calkins, Department Geography, Central Michigan State Teachers' College, at the University of California summer session at Los Angeles this summer. His subject was upon the problem method and certain geographical data Dr. Fairbanks had secured in his recent trip to South America.

Begin the school term with good supplementary readers and interest the children as a "starter."

The MILTON BRADLEY QUALITY BOOKS are the class of books that children can read and report on for their library diplomas.

THE TRAIL BLAZERS

PIONEERS OF THE NORTHWEST

By Lawton B. Evans

is a virile historical story of romantic achievement, of patriotism and heroism. George Rogers Clark is the hero and the story is of the conquest of our northwest territory. Upper elementary grade children will be thrilled with this book. Price $1.75.

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SUPT. JOSEPH MARR GWINN ASKS TEACHERS TO MAKE OBJECTIVES THE DOMINANT AIMS OF SERVICES

San Francisco, August 15, 1925

To Teachers, Principals and Administrative Officers, San Francisco Public Schools.

Ladies and Gentlemen:

Good morning!

From the pursuits of recreation, travel, and professional advancement, we are now mobilizing for another year's forward movement. Such a gathering of forces for a great common enterprise is always an impressive spectacle. It can hardly fail to inspire us with confidence and hopefulness and devotion to the task that lies before us.

During the past few months the people of San Francisco, through their chosen representatives, have given us new evidence of the value which they place upon the service rendered by the 2500 teachers in the public schools of the city. The generous recognition thus accorded merits an equally generous response, on the part of each one of us.

The success of the year's work ahead of us depends not alone upon our high purposes and worthy resolutions, but upon the intelligent grasp of definite objectives and the wise choice of means adapted to the attainment of these objectives. The definition of our objectives, the selection of materials and the choice of procedure that will insure the sturdy and wholesome growth of our boys and girls offer a perpetual challenge to the interest, the intelligence and the professional skill of every teacher.

As we are all aware, there is now a nation wide movement to re-appraise the objectives, the materials, and the methods of public education. Long established and accepted practices are being questioned and tested by social, economic, and psychological standards. **We cannot afford to ignore the spirit of inquiry that gives life and meaning to this movement. At the same time we must hold fast to our own best traditions and refrain from making changes merely for their novelty or for sheer curiosity or to conform to some passing fad or fashion.**

The educational roadway is strewn with the waste of alluring but unproven inventions of well-meaning and overconfident experiments. We shall therefore do well to face our educational problems in a genuine professional spirit; with open and tolerant minds; with willingness to change any standard if and when reliable evidence shows us the need for such change.

I therefore propose that, as one of the dominant aims of this year's service, we set for ourselves the task of defining and clarifying the main objectives of our educational program and of appraising so far as practicable by actual and reliable measurement, the worth of the subject matter and the efficiency of our methods in the attainment of our goals.

During the past year we have demonstrated, in several striking instances, our capacity to fix clearly attainable objectives and to reach them with great economy of time and power. If, in an even more systematic and effective way, we can extend this careful diagnosis and remedial service, we shall be rewarded by the highest satisfaction that can come to a teacher who has gone beyond the frontier of routine into the larger and freer realm of expert professional endeavor.

The establishment of the routine of the school for the term is the first consideration. It is hoped that this routine—the organization, classification and instruction—will be established with the least possible delay.

The year ending June 30, 1925, was one unexcelled in the annals of the department for increase in material growth.

The average daily attendance of day schools was 58,185; of evening schools, 3390, being increases of 2937 and 730 respectively over the attendance of the previous year.

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Frontispiece of the Thompson & Wilson Modern School Readers. Book IV, illustrating conservation

The artist, Sarkis Beulan, was born in Armenia, educated in the United States, and has developed a new art of pen and ink sketching. The material for the forest picture was furnished by the U. S Forest Service. The reception of the Modern School Readers by experts in education everywhere is an evidence of their surpassing excellence.

Book IV of THE MODERN SCHOOL READERS (Thompson & Wilson) contains new material with study suggestions, which contribute to better health, improved citizenship and patriotism, higher ideals in work and play and more thoughtful attitudes in every-day problems. Pages are filled out with quotations which the children should memorize and make a part of themselves. Training is given in telling a good story—in fact, the stories told are so good, so humorous, that the children will want to tell them to some one else in order to enjoy another good laugh. A word list completes the volume.

Paul E. Stewart, superintendent of the city school system of Santa Barbara for the past six years, has been re-elected superintendent at an increased salary of from $5000 to $7200 a year. The new contract is for four years. Mr. Stewart was formerly a Pasadena school man, having served there as principal of the John Muir school. When he first went to Santa Barbara it was as principal of the high school. The Santa Barbara school system, under the supervision of Mr. Stewart, has high ranking in California.

Fresno county schools, according to County Superintendent Clarence W. Edwards, will open at different dates, from the early part of September to September 21. Trustees of the local school boards set the opening date. October 5-9 is the date set for the county institute this year. The Fresno County Trustees Convention and Rural School Conference will be held in Fresno November 20, 21. The Central California Teachers' Association will hold its convention in Fresno high school November 23-25.

Dr. Virgil E. Dickson, nationally known as an educator and with a reputation in school work among abnormal and subnormal children, has become a full-time deputy superintendent of schools in Berkeley. For the last four years Dickson has been a part-time official, dividing his work with the Oakland school system. Among his other duties the new deputy will assume entire management of the bureau of research and guidance which he had established in the College City. Dr. Dickson's salary will be $4000 a year.

JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

Miss Caroline S. Swope, as an educator, holds a unique position in the educational annals of the West. She believes in showing the elementary teacher how to teach school. She believes in interesting the elementary teacher in such facts and methods that can be of definite use in classroom management.

This last summer has seen the success of her methods in two summer schools—one at Santa Cruz and one at Long Beach. Here over 600 teachers secured training that was of real value.

No greater praise of any school can be than that every person who comes in content with that school goes away a booster. That is the effect on student and visitor at Miss Swope's summer sessions. Her school is worth going 3000 miles to visit.

In attendance Miss Swope's summer sessions ranks among the best in California. Following are the figures of attendance in the summer sessions of California institutions: University of California, 7383; University of California in Los Angeles, 3814; University of Southern California, 2400; Leland Stanford University, 1500; San Jose Teachers' College, 1196; San Francisco Teachers' College, 1004; Miss Swope's school, 617; San Diego Teachers' College, 609; Pomona College, 350; Fresno Teachers' College, 340; Santa Barbara Teachers' College, 314; Chico Teachers' College 258; Humboldt Teachers' College, 209.

W. C. Conrad, city superintendent of Venice grammar schools, during the past year has completed two buildings and five additions to present buildings. This fall another new eight-room school, the Theodore Roosevelt, will be occupied.

Mrs. Kathryn Knorr has been appointed secretary and business manager of the Venice grammar schools.

Miss Marjorie Blanchard has been elected librarian and stock clerk of the Venice city schools.

Among new appointments of principals at Venice have been Mrs. Mary Schafer, principal of Abbot Kinney school; Mr. Fred Orth, principal of Machado and Theodore Roosevelt schools, and Mrs. Mary Craig, principal of the Martha Washington school.

Miss Virginia Purcell, penmanship supervisor of the Venice grammar schools, has been taking a course in the Zanerian College at Columbus, Ohio, this summer.

Miss Elizabeth Bates, assistant superintendent of Los Angeles city schools, has been placed in charge of elementary schools.

Ben. S. Milliken, district superintendent of Covina city schools, has been superintending the spending of a $225,000 bond issue for high school purposes. A new auditorium seating 1000 was built. An up-to-date science building was constructed for chemistry, physics, biology, general science, cooking and sewing. In addition, in the same building, there was space for a cafeteria, oral English and music rooms. A shop, 75 feet by 185 feet, for metal and wood was erected and equipped with modern machinery.

A five-acre athletic field was fenced and bleachers and shower house were added.

SCHOOL FURNITURE BARGAINS

We have on hand a quantity of specially low-priced School Desks, Teachers' Desks, Tablet Arm Chairs, etc., that we must move to make room for new stock.

This furniture is not obsolete nor is it worn-out second-hand equipment, but is new first-class merchandise, some a discontinued style, some the last of a lot, some a trifle shop-worn, etc., but all good guaranteed furniture.

If you are in need of a few extra seats for here and there in your classrooms, you better drop us a line and tell us of your requirements. The chances are we can fix you up at a substantial saving. Better still, come in if you can.

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Covina high school will have an enrollment of around 500 pupils this coming term. The faculty numbers 23.

Miss Eleanor Hitt, San Diego County free librarian, and Miss Marjorie Kobler, her school assistant, have had purchased for the county library department a new Master Six Buick with California top. Miss Hitt and Miss Kobler find that it costs less to deliver books to schools and library branches by car than to pay postage and hire drayage.

Captain Delbert Brunton, for the last several years principal of the Fresno High School, has been elected principal of the Corcoran High School.

Roger S. Phelps, principal of the Corcoran High School, these last three years, goes as city superintendent of Antioch city schools.

Cornelius B. Collins, superintendent of Calexico city schools for the last two years, goes as principal of the Holtville Union High School.

G. H. Tener, now attendance supervisor of the Fresno county schools, is scheduled to be appointed to one of the three general supervisorships of the Fresno County schools by County Superintendent Clarence W. Edwards. Mr. Tener for six years was principal of the Sanger High School and was a member of the Fresno County Board of Education at that time.

Henry A. Keeley, principal of the El Monte Union High School, has had two members of his science department leave his school to accept executive positions this summer. Frank M. Wright, for two years in the science department, has been elected to the district superintendency of the El Monte grammar schools. Rolland E. Pfaff, for three years at El Monte, was elected principal of the Perris Union High School.

The El Monte High School, under Henry A. Keeley, is adding a physical science building for biology and general science for this next year. The basement of this building is being fitted for a boys' physical training department. Accommodations are for 1000 boys. This building, costing $75,000, was built without the need of a bond issue. The attendance at El Monte High now is 380 pupils—a triple increase during the last five years.

E. H. Barker, author of a trigonometry published by P. Blakiston's Son & Company, gave a teachers' course in mathematics at the University of Southern California this summer session.

(Continued from page 9)

Mrs. Isabella Woodland, San Francisco.
Blanche H. Wren, Madera.
Minnie A. Wren, Parlier.
Josephine Margareta Sundquist, Vallejo.
Louis Franklin Mounts, Graton.
Lillian A. Howard, San Francisco.

Under Section 14 of the Law:

Mrs. Caroline Reed Barry, Oakland.
John L. Dexter, Mariposa.
Margaret E. Gorham, Los Angeles.
Mrs. Eva Davidson Lovis, Lower Lake.
Mary E. Newton, Michigan Bar.
Charles B. Pittman, San Diego.
Mrs. Mary Neylan Saunders, Oakland.

The board invested $272,000 in school bonds.

The board adjourned to meet in Sacramento, California, beginning October 5, 1925.

Respectfully submitted,

WILL C. WOOD, Executive Secretary.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

ANOTHER CONVENTION

For the first time since 1915, the American Library Association held its annual meeting in the West, Seattle being the chosen city and the Olympic Hotel, headquarters. Out of the heat of the East and the South, the delegates began to gather on Sunday and by Monday morning they were present a thousand strong. Mr. Judson T. Jennings, librarian of the Seattle Public Library, and president of the association in 1924, and Mr. W. E. Henry, librarian of the University of Washington, and their respective staffs were hosts and hostesses of the convention. All Seattle members of the association wore tiny red rose buds, which meant, "I am glad you are here. What may I do for you?" Every possible plan for the comfort and convenience of the guests was perfected and all the machinery of entertainment ran so smoothly that it was not in evidence. The weather was ideal, and the city altogether charming.

Despite the long waiting line at the hotel desk, sessions began promptly at ten o'clock on Monday morning. Four sections met at this hour, the Agricultural libraries, the Catalog section which met jointly with the Business library group, the Children's librarians, and the League of Library Commissions. Mr. Milton J. Ferguson is chairman of the League of Library Commissions. Miss Essae M. Culver of the Louisiana Library Commission gave a noteworthy paper entitled, "A County Librarian at Work." She mentioned that many foreign countries had written to the State Librarian of California to inquire about the county library system with a view to establishing work of a similar nature in their own countries. Among those inquiries were Czecho-Slovakia, India, China, Belgium, Mexico, Scotland, and England. Miss Culver is to begin her work in Louisiana immediately after the meeting, and will carry with her California county library ideas and experience.

Mr. William J. Hamilton, librarian of the Gary Public Library, spoke on "Indiana's Latest Moves." He told most interestingly of the new law in that state which does away with twenty-four members on four boards and substitutes five members of the new library board.

Mrs. May Dexter Henshall gave a delightful paper on "What an Organizer Does and Why." In this she gave successive pictures of the work of organizing and establishing county libraries in California. She told of trips by train, by stage, on horseback along the edges of precipices thousands of feet in depth, and on foot where even a horse could not go. She told of one custodian in a district where the homes were miles apart who when she receives a fresh shipment of books, calls up the neighbors, reads the list of new books to them, and lays aside those selected by them and these she takes to the post office when she goes and there hands to the individual borrower the books he has selected. Mrs. Henshall's paper revealed that the underlying purpose of the county library organizer is to get books to the people of the state wherever they may live, and by any means available.

At the library buildings round table in the afternoon, Mr. Samuel H. Ranck, librarian of the Grand Rapids Public Library, presided, and Mr. Franklin H. Price, librarian of the Philadelphia Public Library, gave a "Report on the Noteworthy Features of the New Main Building of the Free Library of Philadelphia." He spoke particularly of the stacks, four of which are underground and three above. There is room for 750,000 books below grade. The catalog provides for 4,000,000 titles. Librarians will appreciate the rest rooms provided with baths and dressing tables with wing mirrors, so that members of the staff who wish to remain down town for the evening may conveniently do so.

Mr. John Ridington, librarian of the University of British Columbia, spoke of the new $4,000,000 building for the library. A paper prepared by Miss Linda Eastman, librarian of the Cleveland Public Library, on the new public library building for that city was read by Mrs. Herrin. This beautiful building is the realization of the dream of Mr. W. H. Brett, for thirty-five years librarian and of Miss Eastman, his co-worker and successor.

The address of the President, Mr. H. H. B. Meyer of the Library of Congress, was delivered before a packed house at the first general session of Monday evening. The keynote of the address was library extension to the people outside of cities and towns by means of county libraries.

Of special interest to Californians was the meeting of county librarians held at the University of Washington on Thursday morning, at which there were four addresses by county librarians from different parts of the United States. Miss Corinne Metz, librarian of Fort Wayne and Allen County Library, Indiana, spoke of "Three States, Three County Libraries," the three states being Ohio, Oregon and Indiana, where Miss Metz has been in charge of county libraries. Miss Eleanor Stephens, organizer for the State of Washington, raised the question, "Why Does Washington Need a County Library Law?" She outlined the needs of the state for this form of library service, but unfortunately in framing the law which purported to be a county library law the word "county" was omitted, and has never been written in. Miss Mildred G. Brown of the Camden County Public Library, Haddonfield, N. J., told of the "Progress in New Jersey," and Miss Anne Hadden, librarian of Monterey County Free Library, gave a talk on "Picturesque Points in California County Library Work," illustrated by a moving picture film and lantern slides. In her talk and by means of the pictures Miss Hadden showed how book service reaches the most remote and unusual places of the state, picturesque in every way. The trip to the "Lost school house" was quite thrilling, and library service by means of a T. N. T. box in the forest very novel.

The second general session was devoted to Library Extension and Mrs. Julia G. Babcock, librarian of Kern County Free Library, read a paper on "Library Agencies Which Will Meet the Needs of All the Library Extension." Mr. George B. Utley, librarian of the Newberry Library, Chicago, gave a delightful address on the promotion of extension work "Through Field Representatives." Librarians always welcome a talk by Mr. Utley, and he was particularly happy in his remarks on this occasion. The next speaker was Mr. William J. Hamilton of the Gary Public Library, who treated the subject from the standpoint of service "Through Experimental and Demonstration Libraries," and Mr. Malcolm G. Wyer, librarian of the Public Library of Denver, who spoke on extension "Through State Surveys."

The American Association of Law Libraries, of which Mr. Sumner Y. Wheeler, Essex County Law Library, Salem, Mass., is president, met in the Y. M. C. A. Auditorium on Tuesday and Wednesday, and on Thursday had a dinner with the National Association of State Libraries.

Every department of library work was represented and held meetings or round table discussions. Even the august council of the A. L. A. held two sessions at which the rank and file of A. L. A. members were permitted to sit in and see how it was done, provided they did not forget and chip in on any of the discussions.

The third general session was devoted to the subject of "Adult Education," a symposium conducted by Mr. J. T. Jennings, and discussed by Miss Anne Mulhern, librarian of the Library Association of Portland, Oregon, who spoke of "Examples of Personal Service." Mr. C. E. Rush of the Public Library of Indianapolis, gave an address on "Educational Measurements and what They Mean to Libraries." Miss Alice M. Farquhar of the Chicago Public Library spoke of "Reading Courses, Alumni Library," and Mr. William Short, President of the Washington State Federation of Labor, gave a clear cut address on "Workers' Education." These addresses and discussions were followed by an able address by Mr. Henry Suzzalo, president of the University of Washington.

On Thursday morning the winner of the John Newbery prize for the most distinguished contribution to American literature for children during the past year was announced, and the medal was presented to Mr. Charles J. Finger for his "Tales From Silver Lands."

On Thursday evening after the library school dinners, Mr. Arthur S. Bostwick, librarian of the St. Louis Public Library, and author and lecturer of note, gave an interesting lecture on Chinese libraries, illustrated with lantern slides. Dr. Bostwick has recently returned from a visit to China, and one could not but wish that all travelers in foreign lands could get the sympathetic viewpoint of Dr. Bostwick.

The fourth and last of the general sessions was devoted to "School Library Service." Mr. Curtis T. Williams of the University of Washington gave an address on "Educational Measurements and What They Mean to Librarians." Mr. Worth McClure, assistant to the superintendent of schools of Seattle, spoke on "Teaching Reading, Why and How," and Miss Jasmine Britton, librarian of the City School Library of Los Angeles, closed the convention with a very excellent paper on "School Libraries; a Look Ahead."

There were some excellent exhibits on the mezzanine floor of the Olympic, representing some of the publishing houses of the country and other forms of business of interest to librarians.

Library Notes

Miss Frances Burkett, librarian of the Amador County Free Library, was appointed librarian of the Sutter County Free Library to fill the unexpired term of Miss Edna Hewitt.

Mrs. Jennie C. Engell, a valued member of the staff of Kern County Free Library, has been appointed librarian of Marysville Public Library and begins work there on August the first. Mrs. Engell is a graduate of the New York Public Library School and has held responsible positions in the Tacoma Public library, in the Library of Panama, and at Kern County Library.

C. R. Mann, supervisor of industrial education for the state of Arizona, has been appointed director of the part time school and director of vocational education in Berkeley. He will fill the vacancy created by the death of George B. Edwards.

(Continued from page 6)

"Child purposes alone give no basis for choice in values, no guide as to which of the many things that might be done it is most important for education to do. Child purposes must be interpreted and evaluated in relation to the other desirable ends which society has set up for achievement. In other words, one must cite over child purposes toward the ultimate goals to be achieved in order to determine whether or not and the extent to which a procedure based upon them will aid in achieving the ultimate ends with economy and certainty. It should be clear perhaps that what is important is a right balance in the use of both types of purposes.

* * *

"Not to be guided by child purposes means to be slave drivers and taskmasters. Not to be guided by mature purposes means to go about rudderless, operating without basic guidance and control. Not to be guided by any purpose means to be groping with a blind faith that mere going to school studying lessons and reciting will result in adequate personality development for each child and in his ultimate satisfactory education and socialization. Such assumptions are unnecessary as well as unwarranted."

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CITY CHILDREN PROGRESS FURTHER IN SCHOOL

Fewer children from the farm reach high school, proportionately, than town or city children. This is especially true of the purely agricultural states. More country girls reach high school than country boys. A study of High School Education of the Farm population in Selected States, Bulletin, 1925, No. 6, issued by the Department of the Interior, Bureau of Education mentions as the principal cause for this condition the general sentiment against outdoor work by girls and the higher money value of a boy's work on the farm. Factors that must also be considered are farm ownership or tenancy of parents, and the size of the farm from which the children come. The study shows that, as a natural consequence, where educational standards in a rural community are high, attendance of both boys and girls in high schools is increased.

Two hundred reels of motion-picture film and 9,400 slides are distributed by the visual instruction service of the University of Oregon. These present historical scenes, classical drama, art, fairy stories, birds and animals, rocks and minerals fish and plant life, and other subjects. They are widely used by communities and schools throughout the state.

Schools in the United States reporting school savings systems increased from 6,868 to 9,080 during the year closing June 30, 1924, according to figures recently compiled by the American Bankers' Association. Pupils participating increased from 1,907,851 to 2,236,326 in the same period, and the collections increased from $10,631,838.69 to $14,991,534.40. Bank balances carried on June 30, 1924, amounted to $20,435,144.64.

At the International Amateur Radio Congress in Paris recently, Esperanto was adopted as the official international radio language. It furnishes the medium for addresses and special courses broadcast from numerous European stations. Esperanto has a place in the curriculum of schools in many of the cities of Europe. Courses are frequently conducted for policemen, postoffice, hotel, and industrial employes, and for Boy Scouts.

Knights of Youth a new order whose purpose is the ethical training of school children, has been introduced in twelve public schools of New York City, and about 1,000 children are enlisted in the ranks of knighthood in a single school, No. 15. The order acclaims character as the knight's noblest quest, and it was formed to retard the increase of juvenile crime. It is sponsored by the National Child Welfare Association.

Ira C. Landis, superintendent of Riverside County schools, plans to leave June 17 for the Kiwanis Convention being held in St. Paul June 22-26. From there Mr. Landis will attend the N. E. A. at Indianapolis and will visit his home in northern Indiana.

John H. Waldron, superintendent of Colton grammar schools, intends to enroll in the University of Southern California summer session.

Ira Kibby, principal of San Bernardino High Schools, has resigned to accept a position in the rehibilitation department of the Veterans' Bureau.

D. P. Choisser, vice-principal of the Calexico Union High School, succeeds Cornelius B. Collins as city superintendent of the Calexico schools.

ARTS, CRAFTS SCHOOL OPENS AT NEW SITE

One of the degree-granting art schools in the United States and the only one west of Chicago is the unique distinction enjoyed by the California School of Arts and Crafts. On Monday, August 3, the school opened its nineteenth annual term at its beautiful new four-acre campus at Broadway and College avenue, Oakland.

Trained Faculty

The school's faculty of highly trained specialists, including Xavier Martinez, Calthea Vivian, Perham Nahl, Isabelle Percy West and Irving Pichel, has been retained for the present year. The constant aim of the school is to teach the practical application of the principles of art. Accordingly, the graduates hold responsible positions in the fields of poster and advertising art, illustration, interior decoration, stagecraft, costume design, etc.

Another aim of the school's training is the preparation of art teachers, and today graduates of the California School of Arts and Crafts are teaching in the public schools, teachers' colleges and universities in California and various states throughout the Union. A four-year course, fully meeting the requirements of the State Board of Education for certification in art and art education, is offered for those planning to teach.

Evening Classes

The California School of Arts and Crafts conducts special evening classes for persons employed throughout the day, and Saturday morning classes for school children and teachers.

Leo F. Randolph, director of the California School of Fine Arts, has given the institution a very high standard. It is now in the new location, No. 15 California street, and the session for the present semester opened on Monday, August 17th. The graduates from this institution have an excellent reputation, whether in the fine arts or the industrial and commercial fields. Dorothy Wagner and Doris Bothwell, whose work in the Modern School Readers is of surpassing excellence, are both graduates of this institution. The California School of Fine Arts through its graduates is adding each year to California's reputation as an inspiration to art and artists.

Superintendent Lawrence E. Chenoweth of Kern County was given high praise for his work in the county in the Co-operative Bulletin. The attendance has increased over 1000, and the amount expended for all purposes was $10,000 less than the previous year. The superintendent made 342 visits to schools of elementary grades; 645 teachers are employed in the county, and the total cost was $2,848,364.05, of which $778,708.94 was paid for buildings, sites and equipment.

Constantinos Harpending Pavellas, the Greek Boy Poet, who wrote the new book of poems, "In Praise of the Sun," between his fifth and eighth year.

Edith M. Thomas, the noted poet, has written a very interesting preface to the book. The book is dedicated to Soterios G. Crokidas, first premier of the Greek Republic. The illustrations are a rural scene in Mill Valley, Tamalpais, the Acropolis at Athens, and three portraits. The paper is a fine grade of India tint.

Constantinos was born in Greece. His mother, however, belongs to one of the noted pioneer families of California, and it was the hills, the trees, the mountains, the sea and the sun of California that urged him to the expression of praise.

The following poem is typical of the quality of his verse:

A Great Tree

"Who am I?,
Who wants to sit under my branches?
Who loves me?
My branches cover the world!
I am a great tree
Who has stood here for thousands of years—
I have had perfect content for all these thousands of years."

The book is published by The Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco. Will be mailed postpaid. Price $2.00.

Alice G. Whitbeck, in her twelfth annual report as librarian of Contra Costa County, gives an interesting account of the activities of the county free library. The library received $53,423.94 and expended $50,092.34. Office salaries amounted to $9,235.90, binding $2,065.87 books, branches $9,664.08, books for schools $8,983. On the cover Mrs. Whitbeck uses this very excellent quotation:

"I look forward to the day when we shall have a system of adult education in the state which will reach every man and woman as we are now reaching the child. And the librarian will be as important a factor in that place as the formal teacher or the lecturer, perhaps the most important and inspiring factor."—John H. Finley.

BOOK REVIEWS

CALIFORNIA DESERT TRAILS, by J. Smeaton Chase: As California geography is a required subject to be taught in this state, teachers welcome every book which contains not only information but also material which furnishes variety and interest. A book of this latter class is the volume on desert trails. Written by an authority who tells of his sojourn and travels in the desert on burro, horseback and foot, the details are of extraordinary interest and value. The author claims not to be a scientist—if he were he would have seen his desert in terms beyond the layman, but he sees it truly with "seeing eyes" and draws dramatic pictures of the Colorado desert. One is interested in the book as a travel book, it is true, but he feels, too, the terrible heat, the sweep of the strong wind, the merciless glare. He feels relief when it rains, he pants for shade, he lives through the pageant of the setting and the rising sun—and with it all he gets an infinite variety of information on desert plants, palms, cacti, flowers, brush, animals, of hills, canons, sky and sands, and there are glimpses of the far horizons. Day after day the reader travels with the author in intimate companionship, shares his joys and sorrows, and absorbs the desert atmosphere. It is unusual that the author can maintain a really factual style and hold the casual reader's interest. There is a charm in the very simplicity and straight-forwardness of the wording. Teachers can get much from this book for class room use. This material will tie up, in a dramatic manner, something of California's magic desert land with the plain facts that are always necessary to the teaching of geography. This book has been off the press for several years but its value is standard and excellent material for desert compositions, pageants and geography work can be found in these 379 pages. The book is beautifully illustrated with photographs taken by the author. (Houghton Mifflin Company. Price $3.50.)

THE RIDER OF THE MOJAVE, by James Fellom: Those who are interested in reading western stories will enjoy James Fellom's book with its location on the Mojave desert. The author is a Californian and has lived on the desert. In this volume he weaves a thrilling tale of western adventure, of love and excitement that holds the reader's attention from the first to the last page. It is the kind of a book one does not want to put down until it has been read through. The story is really too thrilling for conditions in the West today and really belongs in the time of Bret Harte, but that does not detract from its interest, for after all, one reads the book to be amused. The desert atmosphere adds charm to the story and its moral and happy conclusion leave one completely satisfied. (Chelsea House, Chicago. Price $2.)

EDUCATIONAL DRAMATICS, by Emma Sheridan Fry: Teachers, club leaders and amateur players will find assistance and suggestions in this hand-book. The author handles her material in a forceful, logical and attractively conversational manner that is most convincing and helpful. The dramatic instinct that is in us all is emphasized and the development of that instinct through proper training follows. The chapter on story-playing is most enlightening and primary teachers as well as those actually interested in dramatics will get a new viewpoint here. (Noble and Noble. Price $.75.)

GREAT RIVERS OF THE WORLD, A Story of Their Service to Man, by William S. Dakin: The influence of rivers upon countries and peoples is beginning to be stressed in the teaching of geography and in accordance with this movement, appears this new geographical reader which is devoted to rivers, and their influence upon the life of the people who live along their banks. The following rivers are presented for study: Nile, Ganges, Tigris and Euphrates, Amazon, Mississippi, Yangtze, Columbia, St. Lawrence, Rhine, Danube, Yukon, and other rivers of the north. Influence of Rivers, River Types and Conserving River Resources are interesting chapters. In the study of each river, besides the geographical aspects, something of the history and modern life of those who live along the banks, are told. Maps, illustrations and study problems add greatly to the value of the work. Seventh and eighth grades and junior high school classes will find good use for this book. (The MacMillan Company.)

ACROSS SEVEN SEAS TO SEVEN CONTINENTS, by Alison E. Aitchison and Margaret Uttley: There are many supplementary geographical readers in the market at the present time and the demand for them insures an increasing supply. Out of the number that have been published a few stand out as having good material handled in a stimulating manner. ACROSS SEVEN SEAS is a book of just this class. Simply written in terms that will hold the attention of the high third grade or low fourth, the stories cross oceans to new and strange lands and take the reader visiting into foreign homes where food, clothing, homes and customs are all explained. Geography really plays a large part in these stories but it is introduced in explanation when causes for results are needed. The study suggestions and charts and plans are really new and different and foundation lessons are given in sugar-coated pills. (The Bobbs-Merrill Co.)

HOUSTON'S NEW PHYSICAL GEOGRAPHY, by Edwin J. Houston: Out of the masses of books that are published, many in accordance with the latest demands of educators who are always seeking to instruct in a new way, comes this book of fundamentals in physical geography that upon even a cursory glance recommends itself. This volume is a revision of a book that has stood the test of some twenty years in the class room. Facts have not changed but additional facts have been added and presented in a new light. For actual class room use this book would be excellent and for reference purposes it is invaluable for each fact is in its place and is not hidden in a conglomeration of involved sentences that are aiming at placing the material in an interesting form rather than presenting facts as they are, for ready assimilation. The book is for high schools and colleges. (Noble and Noble. Price $1.60.)

THE PATHWAY TO READING, PRIMER, by Bessie Blackstone Coleman, Willis L. Uhl and James Fleming Hosic, illustrated by Maud and Miska Petersham: Imaginative and play material in the writing of which about 270 words are used, make up this primer. The stories are about children and animals with arrangement made for boys and girls each taking parts in the lessons. Silent reading and review pages are included and some interesting activities which should interest the child and help to impress the lesson. Attractive illustrations add to the content. A teacher's manual and flash cards are planned to go with this new series of readers. (Silver, Burdett and Company.)

THE PATHWAY TO READING, FIRST READER, by Coleman, Uhl and Hosic, illustrated by Eunice and John Stephenson. This reader continues the work begun in the Primer, with the addition of some modern material, which adds to the practical value of the lessons, though most of the material it contains is on the imaginative order. A number of excellent pages are included, such as: "Can You Answer?" "Things to Do," "Cut and Make," "Picture Lesson," "Choose," "Yes or No." The blues and yellows used in the illustrations are appealing and artistic in this book as well as in the Primer. The illustrations should catch the child's fancy. (Silver, Burdett and Company.)

FRANCIS W. PARKER SCHOOL STUDIES IN EDUCATION, CREATIVE EFFORT, by the faculty of the Francis W. Parker School, Chicago: Here the attention is focused upon the results of children's activities. Chapters with samples of the work are devoted to creative effort in writing, motor-mental rhythmics as a preparation, dalcrose eurythmics, melody, for both younger and older children, dramatizing Mother Goose rhymes, design, drawing and painting, clay, shop, morning exercise, morals. There is an appendix with additional suggestions in each field of creative effort. This book is of more than usual interest for it is not of theory but of actual practice and rich in suggestive material which will spur teachers on to greater activity and more fruitful ideas. The material is truly stimulating and a contribution to creative education literature. This is the eighth study in education which the faculty of this school has published in the last twelve years. (Published by the Francis W. Parker School, Chicago. Price $.50.)

BASIC ACCOUNTING, by George E. Bennett. This is an unusual book in every respect and teachers who are handling commercial courses in high schools and commercial schools will welcome it and find it of great value in their work. The book represents the latest in accountancy and libraries who give up-to-date service would find such a book a practical investment. (Gregg Publishing Company. Price $5.00.)

RECREATIVE ATHLETICS, prepared by the Playground and Recreation Association of America: Contains suggestions for programs of recreative athletes, games and sports, and for the promotion of physical fitness. (A. S. Barnes & Company. Price $.60.)

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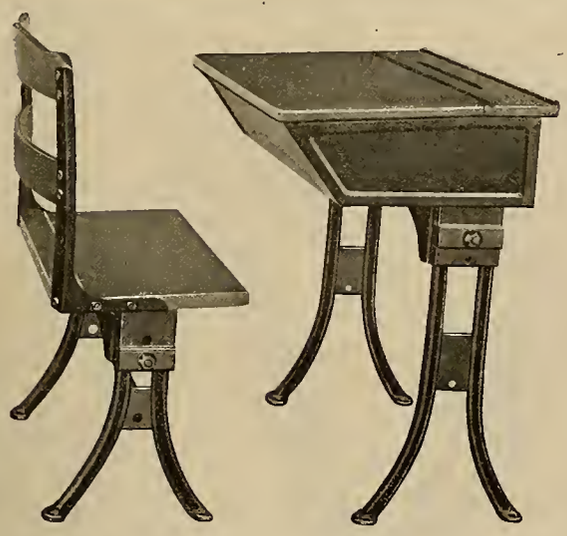

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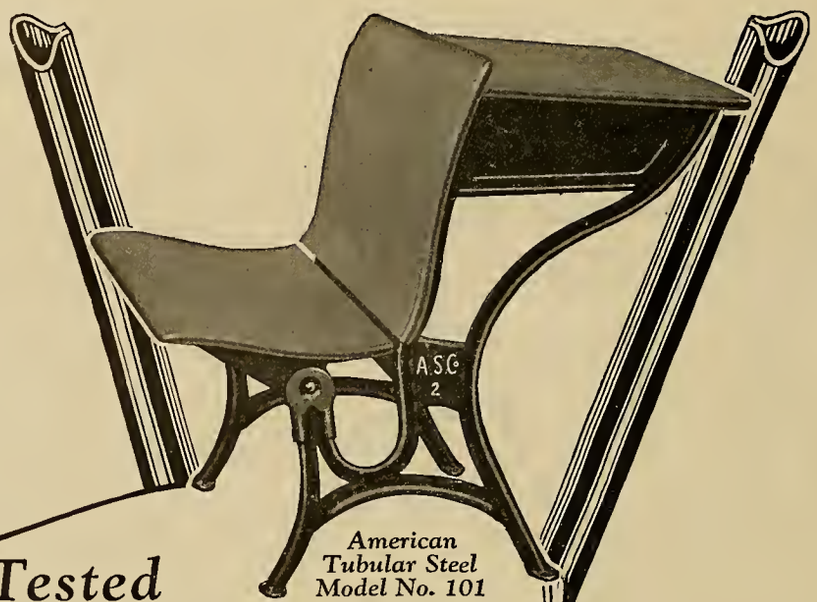
A LOS ANGELES, CALIFORNIA, CATECHISM

Question—Where is the state of California located?
Answer—On the front side of the American continent, between the rest of the United States and the Pacific Ocean, and near the Panama Canal.
Q.—Why is Southern California famous?
A.—It produces annually $154,000,000 worth of oil and contains Los Angeles.
Q.—What is Los Angeles?
A.—The climatic capital of the United States.
Q.—To what has it been likened?
A.—To paradise, heaven, Eden and the Riviera.
Q.—Which does it most resemble?
A.—It is a happy combination of all of them.
Q.—What is the population of Los Angeles?
A.—1,100,000 boosters. (Will be more tomorrow.)
Q.—What is a booster?
A.—One who knows a good thing and wants others to come and share it.
Q.—Of whom does the population consist?
A.—Mostly of people from Iowa, together with many former residents of other states and a sprinkling of Native Sons.
Q.—Into what two classes may the people of the United States be divided?
A.—Those who have already seen Southern California and those who intend to see it soon.
Q.—What are Eastern visitors called while visiting Los Angeles? A.—Tourists.
Q.—What is a tourist?
A.—A permanent resident in the bud.
Q.—What things may a tourist see in and around Los Angeles that he does not see back East?
A.—Oranges, ostriches, lemons, alligators, olives, missions, sardines, aqueducts, harbors, tunas, bungalows, abalones, loquats, casaba melons, horned toads, snow-covered peaks, submarine gardens, yuccas, eucalyptus, palms, pepper trees, cafeterias, Thanksgiving celery and Christmas strawberries.
Q.—Does L. A. hide its light under a bushel?
A.—It does not. In addition to showing the light it sets fire to the bushel and makes a conflagration that attracts the attention of the whole world.
Q.—Has L. A. any agents working in the East?
A.—Yes. Mr. Cyclone, Mr. Blizzard, Mr. Thunderstorm and the two Wave brothers, Messrs. Cold and Hot.
Q.—Are they successful?
A.—Highly so. They are sending thousands of people to Los Angeles every year.
Q.—When is the best time to come to Los Angeles?
A.—At once. "Everybody's doing it."
Q.—What is the only way to leave Los Angeles?
A.—With a return ticket.
Q.—When will Los Angeles cease to exceed the speed limit in growing? A.—When Gabriel blows his horn.



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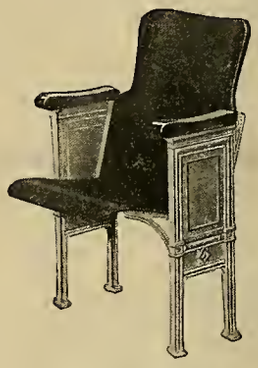

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COLUMBUS DAY NUMBER

THE WESTERN JOURNAL of EDUCATION

SEPTEMBER, 1925

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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COLUMBUS DAY
(A Song)*

In fourteen hundred and ninety-two,
So long ago, so long ago,
Columbus set out with his crew
A world to find, you know.
So to America they came,
And 'twas Columbus led the way,
And now a day to tell his fame,
October 12th, Columbus Day.

—Leila France.

COLUMBUS

Long lay the ocean-paths from man concealed;
Light came from heaven,—the magnet was revealed,
A surer star to guide the seaman's eye
Than the pale glory of the northern sky;
Alike ordained to shine by night and day,
Through calm and tempest, with unsetting ray;
Where'er the mountains rise, the billows roll,
Still with strong impulse turning to the pole,
True as the sun is to the morning true,
Though light as film, and trembling as the dew.

—James Montgomery.

STUDY WORK

What was the "surer star to guide the seaman's eye" referred to in the poem?
What qualities of Columbus are emphasized in the poem?

STUDY WORK FOR COLUMBUS DAY

Make posters representing Columbus or Discovery Day. These may be decorated with pictures of Columbus, his ships, Indians, a court scene, etc., etc.

Make Discovery Day booklets, which will include pictures and a story of Columbus.

Make patterns of Columbus' ships for a border or window decoration.

Dramatize different scenes from Columbus' life.

Discuss the lesson Columbus' life teaches others.

Draw maps of the world: (1) as it was thought to be in Columbus' time; (2) as it is thought to be today.

*(From "Happy Holidays for Children," by Leila France. Price $1. 70 Santa Monica Way, San Francisco.)

Columbus or Discovery Day

Ruth Thompson

THE STORY OF DISCOVERY DAY

There was great excitement in one little boy's heart in Genoa, long years ago. He was little Christopher Columbus and he knew that as soon as he had finished his lessons he could go down to the wharves and watch the ships. He had heard that at noon that day a vessel from a foreign country had docked. "The sailors will tell me stories," Christopher whispered to himself. And he was right. When school was out and he had hurried to the water-front there were some sailors, and oh! the tales they had to tell! They told of pirates, who are robbers of ships on the sea. They told stories of strange people they had seen in other lands. They gave young Columbus bits of foreign food to taste and showed him glimpses of beautiful silks, ivories and spices they had brought from far-away places. It was very thrilling indeed to the Italian boy.

All this happened more than four hundred years ago. Now, on account of that little boy and his curious mind, his fearless strength, his love of the sailors, the ships, the great ocean itself, we celebrate a day we call Columbus or Discovery Day, on October 12, each year. It was on that date, October 12, in 1492, that Christopher Columbus, then a man of about forty-five years of age, discovered the West Indies. This finally led to the discovery of America and at the same time proved that the earth is round.

Christopher Columbus was born about the year 1446, in Genoa, Italy. There are two things of which we are not sure concerning him—one is the exact date of his birth and the other exactly what he looks like, for we are told that there is really no true portrait of him. Christopher's father was a woolweaver, but this work did not attract the boy. He went to school and studied Latin, mathematics and astronomy. He learned how to make maps and charts. When school was out, he spent his time at the wharves watching the ships. Genoa was a busy port and many sailors from many lands were there. The sailors always saved their best stories for the lad because they knew he loved to listen to them.

Often Columbus wondered why these voyages took so many weeks and it seemed to him that a shorter way might be found to India.

As soon as he was old enough, Columbus went to sea. He loved the life of a sailor. Often times, when in port he lived in Lisbon, the capital of Portugal. This country was the center of geographical knowledge of the day and captains were then exploring the coast of Africa and returning with their tales of the trips.

Meanwhile the young seaman found time to study maps which one of Prince Henry the Navigator's sea captains had given him.

These studies crystallized the thought that had been brewing in his mind for years. This thought was that the world is round, not flat, as people believed it to be. They believed that if they were on the ocean's edge—for they really thought that the ocean had an edge—the ship would tumble off, and who knows what terrible fate might await those on the vessel should they survive? They believed, too, that there were great dragons in the sea who lashed their tails, causing great storms, or who might swallow the vessel!

Columbus' argument was that if the earth were round it would be possible to return to the starting point by sailing straight ahead in either direction. People wished to increase their trade with India. Many rich and beautiful things were brought from there, and useful articles were sent in return from the people of Europe. The trip to Europe was long and tedious. How great a thing it would be to shorten the journey! So thought Columbus. He felt sure from different proofs that the earth was round.

Another proof had occurred to him when he was a lad sitting on the shore. In front of him was spread the great waters of the ocean. Off in the distance the sky seemed to meet the land. That was the horizon. When watching the ships go to sea, Columbus observed that the hulk of the ship disappeared first from sight and the mast was the last thing seen. This must mean that there was a curve to the earth or the ship would disappear as a whole in the distance simply by seeming to grow smaller as it sailed away.

If you take an apple and stick a pin in it and trace a line straight ahead, around the apple, you will find each time that you have returned to the pin, your starting point. This was Columbus' idea of the rotundity of the earth.

When Columbus told what he believed to be true he was laughed to scorn by all but a few. Those geographers who thought with Columbus that the earth was round did not have the courage of their convictions. They left it to him to prove. Proof lay in a voyage such as no other person had before attempted.

Columbus was a poor man. He knew that it would take a great deal of money to fit out ships for such a trip, but he was determined to prove that if the earth were

round that he could reach India by sailing west. No one knew how great a distance this was, how much food would be needed, how long the trip would take, or what terrible dangers might be encountered. People did not know the size of the earth or of the continents of North and South America, which lay in the vast bodies of water between the western coasts of Europe and the eastern coasts of Asia.

Now began a long struggle for Columbus. Year after year he visited the rulers of Portugal, France, England and Spain.

Many years he spent as a beggar, wandering from court to court. He was ridiculed, thought crazy and deceived with false promises. His perseverance and courage kept him above the pettiness of those who laughed at him. His persistence at last won his reward.

One day, while on his way from the court of Spain to France, he stopped at the monastery of La Rabida, where he had left his little motherless son, Diego. He was weary and footsore. Among the kind monks he found ready listeners to his story. The head of the monastery had been Queen Isabella's confessor. This monk decided that Columbus' plans sounded plausible. He begged him to remain a few days while he wrote to the Queen of Spain and urged her to make use of the opportunity which the seaman offered in his theory of a new route to India.

Queen Isabella and King Ferdinand previously had refused to give Columbus aid. They had asked him to talk before a learned council of Salamanca and those learned men had pronounced him to be a dreamer. "If the earth were round," they laughed and jeered at him, "the men on the other side of it would have to walk on their heads and rain and snow would fall upward." Even King Henry VII of England had refused aid through Columbus' brother, Bartholomew; while Italy, Columbus' own country, would give him neither aid nor encouragement.

Now the king and queen of Spain completed their conquest of the Moors. When they sent for Columbus this time they listened to him graciously. Queen Isabella told him she would sell her jewels to obtain money in order that he might take his trip. With what delight and thankfulness Columbus received this news!

Months were spent in preparation for the voyage. Three small vessels were built. The crews of the vessels numbered not quite one hundred. It was so difficult to get men to embark on the perilous enterprise that many criminals were given their choice between imprisonment or of taking the voyage.

The ships were named the Nina, Pinta and Santa Maria. They set sail from Palos, Spain, on Friday, August 3, 1492.

The Canary Islands were first reached. There repairs were made on the ships. Then the three ships set sail once again, but this time out on the unknown seas where no one had sailed before. The men were uneasy and frightened. For days the wind blew from the east and the men feared that they would never be able to reach home again.

As the leader of the expedition and the man with faith in the enterprise, it was Columbus who stood staunch and true and urged his men onward with cheering words. He was full of happiness and confidence in himself, but his difficulty was in inspiring his men with this same confidence.

Day after day, through calm and through troubled waters, the three ships sailed. Eagerly the lookout for land was kept. Once a meteor plunged from the sky to the sea and this was regarded as an unfavorable omen. Mutterings and threats among the sailors against their brave leader were heard. When the signs seemed to point to the end of the journey the days were brighter. Once large patches of seaweed were seen, but they were found to come from the strange Sargasso Sea in the middle of the Atlantic Ocean, which has floating seaweed.

When the sea was calm the men feared they would never reach land again. At those times they could jump overboard and swim in the smooth waters around the ships.

Once a group of angry sailors considered throwing Columbus overboard and returning to Spain and telling a story of an accident whereby he had been drowned. When they suggested returning home Columbus told them the king would be angry if they returned without discovering land.

At last true signs of land began to appear. Birds known to never fly far from the shore were seen; a broken branch with berries on it was found floating in the water; pieces of wood carved by hand indicated that human beings could not be far away.

As evening of the day these things were found, drew near, Columbus ordered that a strict watch be held. He himself stayed out, eagerly scanning the horizon. Suddenly he saw a moving point of light in the distance. This was about ten o'clock. He called some of his men. Hope rose high in their breasts as they saw what appeared to be a moving torch. The moon shone brightly at two in the morning and suddenly out across the silent waters came the signal of the firing of a gun. The cry arose from one of the ships, "Land! Land! We see land!"

Through the remaining hours of the night the men watched and at daybreak, October 12, 1492, there, spread before their delighted vision, were the low-lying, clean-washed shores of an island.

Preparations for landing were made. Donning a scarlet uniform and carrying the flag of Spain, Columbus, accompanied by the officers of the ships, stepped ashore and took possession of the land for the king and queen of Spain. Columbus kissed the ground and knelt in prayer. He took a branch and a handful of earth to carry to Spain with him on his return trip. He named the island San Salvador. It was one of the group of Bahama Islands, but Columbus thought it to be near India and for that reason he called the natives Indians. Hence we call the entire group of islands today the West Indies.

The return to Spain in April, 1493, was a jubilant one. The sailors and their courageous leader were received with joy and honor. The Indians, painted and decorated with ornaments of gold, and tropical plants and birds were all in a parade with the sailors, Spanish soldiers and Columbus.

Three voyages were made by Columbus to the New World after his initial trip. In 1493 he discovered other islands of the West Indian group. He touched the north-

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east shore of South America. Great disgrace fell upon the gallant seaman upon this voyage and he was taken back to Spain in chains accused of cruelty and bad government. When he had cleared himself he made one last voyage in which he skirted the shores of Honduras and Central America.

This last voyage was too much for Columbus. He was growing old and was weary and worn. He wanted rest and peace, but he had no money with which to care for himself. The good Queen Isabella had died and King Ferdinand proved himself ungrateful, for he would not assist him.

In 1503 the great discoverer and explorer died poverty-stricken and neglected. His body was once buried in Havana, Cuba, but in 1898, when the United States took possession of the island, the Spaniards moved the body to Seville, Spain, where it rests today.

Columbus' voyage was the first of the great discoveries by sea. He died without knowing that he had started the explorations which led to the discovery of America. In view of this fact, we often say that Columbus discovered America.

It was Magellan who later sailed around the world and proved that the earth is really round. But to Columbus, who fought for his ambitions, convictions and ideals, who persisted in the face of ignorance and superstition, who conquered all obstacles in his path and sailed out into the "Sea of Darkness," and returned the conqueror, to his memory we owe honor and respect. It is a fitting tribute that the children all over the fair land of America should celebrate Discovery or Columbus Day.

IMMORTAL MORN

(Sing to tune of "America")

Immortal morn, all hail!
That saw Columbus sail
By Faith alone!
The skies before him bowed,
Back rolled the ocean proud,
And every lifting cloud
With glory shone.

Fair science then was born,
On that Celestial morn,
Faith dared the sea;
Triumphant over foes
Then truth immortal rose,
New heavens to disclose,
And earth to free.

Strong freedom then came forth,
To liberate the earth
And crown the right;
So walked the pilot bold
Upon the sea of gold,
And darkness backward rolled,
And there was light.

—Hezekiah Butterworth.

COLUMBUS AT THE COURT OF SPAIN

Isabella, Queen of Spain.
Don Gomez, adviser to the king and queen.
Columbus, a sea captain from Italy.
Time: April, 1492.
Place: A room in the palace.

(Columbus has been telling the queen of his belief that the earth is round and that he can reach India by sailing west. He has asked for help so that he can make the voyage to prove that he is right.)

Queen: Don Gomez, you have heard what this stranger has said. Do you think we ought to help him?

Don Gomez: Indeed, your Majesty, his plan is all a wild dream. I am a plain matter-of-fact man and do not see such visions.

Queen: But Columbus has given us good reasons for his beliefs and plans.

Don Gomez: You surely know that the earth is flat. Even if it were round, as he thinks, how could he possibly return if he once went down the sides of the earth? Wouldn't he have to come up hill all the way? A ship could never do that! Oh, no, he will only fall over the edge if he goes too far!

Columbus: You know that men have sailed far out of sight upon the ocean and have come safely back. I, too, shall be able to bring my ship home.

Don Gomez: Your Majesty, this man would have us believe that people are living on the other side of the earth. Then they must be walking with their heads down, like flies on the ceiling. And I suppose he would have us believe that there the trees grow with their branches downwards. No, no! I am a plain matter-of-fact man, I cannot believe that.

Columbus: But, your Majesty, there are things about the earth that men have not yet learned. I can explain to you why the people on the opposite of the earth walk just as we do.

Don Gomez: Oh, very well! Very well! But I must believe what I can see. I know that I am not walking with my head downwards. And yet, anyone living down there, as you say, with his feet opposite to mine, must be upside down.

Queen: Then you think that we should listen no longer to the words of Columbus?

Don Gomez: It is all folly. I am sure of it. Has your Majesty ever seen any person from this strange land that he wishes to find?

Queen: Don Gomez, have you ever seen any one from the unknown land to which we go after death?

Don Gomez: Certainly not; but I have faith that we shall go there.

Queen: Columbus, too, has faith. It is by faith that he looks across the vast ocean to the distant land.

Columbus: Your Majesty is right. But I have reasons, too, strong reasons, for the faith that is in me. I know that I can sail far to the west and find the new way to India.

Don Gomez: Oh, yes, you can sail away and we shall never hear of you again. You must give us facts, solid facts, before we plain matter-of-fact people will risk any money on your plans. Give no more heed to him, your Majesty. Why, even the boys on the streets point to their foreheads as he passes.

Queen: Do you think that the jeering of boys at what they do not understand can influence Isabella? I have faith in all that is spoken by this earnest man. I am ready to test his great and glorious plan, even though you call it folly.

Don Gomez: Your Majesty will pardon me if I remind you of what the king himself has said. He has no funds to help Columbus.

Queen: Then I will fit out the ships for him. I have jewels of great value, which I will use to raise the money. It shall be done without a moment's delay.

Columbus: Your Majesty shall never regret this noble decision. I shall return. Be sure, your Majesty, that I shall return and lay at your feet such a jewel as never yet was worn by any queen. I have faith that I shall succeed and that men shall forever bless you for your service today.

—Alexander Vincent.

(From "Pieces for Every Day the Schools Celebrate," by Deming and Bemis. Published by Noble and Noble, New York.)

COLUMBUS

On a bright October morning,
Four hundred years ago,
Into the western waters
Three ships were seen to go.

The grateful morning sunshine
Lit up the masts like gold;
And touched the happy faces
Of the sailors bright and bold.

His face with glory beaming,
His head bared to the breeze,
The good Columbus guided
His vessels through the seas.

Ten long weeks upon the ocean,
They have spent in hope and fear,
Far from home and kindred,
And all their hearts hold dear.

But now they've reached their journey's end,
A safe and happy band,
They plant the standards on the shore—
Of God and Fatherland.

—Anon.

UNCLE SAM

If it had not been for Columbus, there would have been no "Uncle Sam"! However, Columbus only "started things" when he discovered America.

During the War of 1812 there was a government inspector in Troy, N. Y., named Samuel Wilson. His friends all called him "Uncle Sam." It was his duty to inspect supplies furnished the government. When he did this he always branded the supplies "U. S.," meaning, of course, United States. But the term "U. S." was new at the time and the workmen, not knowing what it meant, thought that Samuel Wilson was stamping the goods with the name they called him, U. S. for Uncle Sam! This story was later told to someone who printed it and since that time we have all talked of "Uncle Sam." Cartoonists now draw fanciful pictures of Uncle Sam, and so he is pictured in our minds today as a very tall, thin, old man, wearing the national colors, red, white and blue.

An increase of one hundred pupils was the report of City Superintendent of Schools Roy W. Cloud, of Redwood City, after the opening week of school. It is expected that the increase will be greater after the fruit in the vicinity has all been gathered in. There are four schools and thirty-five teachers on the staff in Redwood City.

Miss Laura C. Barnes, a teacher in the elementary schools of Monrovia for the past thirty-four years, passed away recently.

EDITORIAL NOTES

Harr Wagner

The Diamond Jubilee was celebrated in San Francisco with colorful effects, crowds of people, floats, pageants, music, dancing, an absence of oratory, and no obvious desire to know either the interesting detail or the real facts of history. It was a great success from the viewpoint of the man sitting on a box on the side of the street.

Caspar Hodgson, the founder and president of The World Book Company of New York, who has been spending his summer on his cow ranch in Mariposa County, made some interesting comments on California civilization, as represented by the Diamond Jubilee. He said: "We feature the 'Grizzly Bear,' but our civilization has made this noble animal a beast of the past. We give a special float to 'Lo, the Poor Indian,' but his tribe has been destroyed by the highest type of Christian civilization that has appeared on the face of the earth." Mr. Hodgson further commented that with all our boasted civilization our national forests in California are not pathless woods, but so dominated by the cattlemen and hunters and the sheepmen that wild game is disappearing. It is difficult to find a camping place where you may hear the song of the wind in the trees and smell the perfume of the wild flowers and where the pack mules may feed on God's green grass and not be warned by the cattle or the cowmen to "keep off."

Well, we have been boosting the pioneers, the Argonauts, the Native Sons and the Native Daughters for more than forty years, and yet we realize that Mr. Hodgson's criticism is right. We have the best schools on earth and the best citizenship in the world, and yet with it all we will need a hundred years of intensive education before we can look truth squarely in the face and profit by the mistakes of the past and present.

Caspar Hodgson, in spite of his criticism, is a tremendously loyal Californian. He is loyal to our institutions and sent his daughters from New York to Stanford to be educated. He is not only the publisher of Dr. David Starr Jordan's wonderful book, "The Days of A Man," but has a long list of California authors in his catalog of books, including Dr. Barrows of the University of California. In addition thereto he has developed a large ranch in the Sierra foothills, and as an adopted son has a right to hit at us for the neglect of the Grizzly Bear, the Indian, and our great forests.

R. P. SoRelle of the Gregg Publishing Company of New York was a visitor in California recently and called on Mrs. Raymond and Miss Adams of the Pacific Coast office. Mr. SoRelle is a writer of textbooks that have a national and international sale. Among his well known books are the following: Methods of Teaching Typewriting; New Rational Typewriting; Office Training for Stenographers; Rational Rhythm Records; SoRelle (R. P.) and Cutler (I. M.) Rational Typewriting (Medal of Honor Ed.; Spanish Ed.); SoRelle (R. P.) & Gregg (J. R.) Secretarial Studies; Laboratory Materials for Secretarial Studies; Secretarial Dictation; SoRelle & Hagar, Applied Business Correspondence and Punctuation; SoRelle & Kitt, Words, Their Spelling, Pronunciation, Definition and Application.

Miss Alice G. Whibeck has issued an attractive leaflet book design showing forth the "Facts About the County Library."

Arthur Chamberlain, the genial and efficient editor of the Sierra Educational News, is in the St. Francis Hospital as the result of an automobile accident. Mr. Chamberlain attended the California Theater in San Francisco on Monday evening, August 31, with some friends, and after assisting his guests on the street car stepped back and an automobile struck him. He was rushed to the Emergency Hospital, where it was discovered that he had a severe fracture of the thigh bone. Later he was removed to St. Francis Hospital Mr. Chamberlain is cheerful and rapidly recovering, and his thousands of friends in California and the nation will rejoice when he is able to be here and there and everywhere as of yore.

Superintendent Berry of Oakdale elementary schools holds the record as the best turkey raiser in the state. He has just received first prize from the State Fair at Sacramento. We are writing this notice hoping that he will send us a sample for Thanksgiving. We presume that there is not as much competition in turkeys as there is in books, and so Mr. Berry has not had many lessons in free samples of his product.

Superintendent Harry Bruce Wilson, the joint author with Ruth Thompson of the Modern School Readers, which emphasize social officiency, has been called to New York to attend the meeting of an important committee on the Elementary School Curricula.

IMPORTANT SCHOOL MEETINGS

The city, county and district superintendents of schools will meet October 12 in Pasadena. The headquarters will be at Vista Del Arroyo.

The State Board of Education will meet October 5 at Sacramento. Adoption of state textbook on geography for fifth and sixth grades and other matters of importance will be considered.

The C. T. A., Northern Section, will be held at Sacramento October 19-23; the Central Section at Fresno, November 23-25; Central Coast Section at San Luis Obispo, December 13-16; the Bay Section in San Francisco and Oakland, December 14-17; the Southern Section, Los Angeles, December 14, 15, 16, 17 and 18.

SCHOOL SEATS TOO HIGH

H. E. Bennett, Ph.D.
Formerly Head of Department of Education
William and Mary College
Author of "School Efficiency" and "Psychology and Self Development"

Will some one please explain that obsession or perversity of educational administrators which accounts for the persistent and almost universal tendency to provide school children with seats and desks that are too large for them? A recent careful survey shows that in some most progressive city schools eighty to ninety per cent of the school seats are too large for the pupils who occupy them. Wide observation indicates that this proportion is quite common in nearly all schools. It is most commonly true in the primary grades, where high seats are most injurious, but almost as frequent in other grades, including high school, college and university.

The situation is the more surprising because the smaller seats are less expensive and many school authorities are apparently influenced more by a small saving in first cost than they are by considerations of quality, hygiene or educational efficiency of the furniture they buy.

The condition is little if any better where adjustable seating is provided; first, because it is notoriously true that adjustable seats are seldom, if ever, adjusted; and second, because when they are adjusted the method of measuring usually results in their being set too high.

From a standpoint of posture and hygiene it is of no consequence if the pupil's seat be an inch or two lower than his correct measured seat height, but it is a serious matter if it be even a fraction of an inch higher. The high seat inevitably causes a ridge pressure under the knees from the forward edge of the seat, and this continued and constantly recurring pressure interferes with both nerves and blood vessels, causing discomfort, restlessness and irritability, besides tending to conditions favorable for the development of various nervous and circulatory disorders.

The physical evil, however, is not so much in the direct and local injury as in the irresistible tendency to bad postures, sliding down in the seat, sitting on the foot, getting the knees in the desk or the feet in the seat in front, and various indescribable contortions, squirmings, and restless movements. The movement itself is probably a wholesome corrective though not conducive to mental concentration, but the seat which makes it constantly necessary is inexcusable.

Recent extensive studies show the average ratio of measured seat height to standing height is almost exactly .25, the ratio for "chubby" young children, "stout" individuals and most girls and women being rather lower and that of long-boned, hard-muscled boys being somewhat greater. Remembering that seats may well be lower

(Continued on page 10, column 2)

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JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

Superintendent David E. Martin of Alameda county schools finds that his schools are increasing in enrollment exceedingly. Mr. Martin advocates that the next State Legislature make provision for added support of schools, in which enrollment has greatly exceeded that of the preceding year, on which the current appropriation is now based.

David E. Martin, superintendent of Alameda county schools, has speeded up his office organization. On an annual overhead of less than $17,000, over $10,000,000 of expenditures are supervised.

The average daily attendance of children in Alameda county schools in relation to the number enrolled is of a very high percentage. Mrs. Lillian B. Hill, supervisor of attendance, is doing excellent work.

Mrs. David E. Martin is deputy superintendent of Alameda county schools. Mrs. Martin is in charge of primary education in the Alameda county system. Mrs. Martin expects to spend three days in the field and two days in the office.

E. Dixon Bristow, principal of the Niles grammar school, has been appointed a member of the Alameda County Board of Education.

The Alameda County Board of Education consists of C. L. Biedenbach, president; David E. Martin, secretary; P. M. Fisher, Miss Genevieve M. McKeever, and E. Dixon Bristow.

John H. Napier has been appointed district superintendent of the Emeryville grammar schools. Mr. Napier came to the Emeryville schools from the Piedmont system. A junior high school is being organized in Emeryville this year and the expectation is that a senior high school will be started next year. A building and grounds are contemplated.

W. O. Davies, supervising principal of San Leandro grammar schools, has an enrollment of around 1600 children, an increase of 14 per cent over last year. The attendance of the San Leandro schools has doubled during the last five and one-half years. The dental clinic carried on by Mr. Davies is doing a great amount of work. Four hours per day is spent by the dentist in the work. A $400,000 junior high school is being built for next year, which will be under the Oakland system, as the San Leandro schools are in the Oakland high school district.

Robert Wade Snyder, last year principal of the Lindsay high school, has been appointed principal of the Dewey school, Oakland.

Sanford Siegrist, vice-principal of the Lindsay high school, has been elected to the principalship of the school.

A $900,000 bond issue to cover the cost of erecting new schools in Richmond was approved by a mass meeting of Richmond citizens recently and the Richmond Union High school board. The Richmond board of education today is preparing a call for the election, which will be held on October 15, it is anticipated. It is proposed to erect a new high school building to cost $530,000, and to purchase the Roosevelt junior high school building and grounds from the grammar school district for $300,000, which will make that amount available for new elementary schools. The junior high school is now owned by the elementary school district, but is operated by the high school district, which includes considerable territory outside of Richmond.

Superintendent Helms of Richmond has a system that consists of one senior high school, one junior high school, nine grammar schools. This year's enrollment is: kindergarten, 322; elementary, 2712; junior high school, 1004; senior high school, 656; part time, 147.

C. O. Sharp, district superintendent of Sausalito grammar schools, has succeeded in putting over a $95,000 bond issue seven to one. The money is to be used to buy land and erect a school building.

C. R. Ray has been elected district superintendent of Mill Valley grammar schools.

Mrs. A. M. Jones, principal of the Penngrove school, has commenced this year's work in a beautiful new school building.

Bruce H. Painter, superintendent of Petaluma schools, has had an increase of 500 per cent in the Petaluma system during the last seven years. The question of getting sufficient funds to run the schools has been a great problem. A dental hygienist and drawing supervisor has just been added and a kindergarten started this year.

The Sonoma county supervisors cut the school tax rate after the school budget had already been made up. Miss Louise Clark, county superintendent of Sonoma county, and school men of the county are attempting to get the supervisors to reverse their last decision.

W. J. Peters, former principal of the Washington school, Petaluma, has been appointed principal of the Hester school, San Jose. He succeeds M. R. Trace, who had been principal for many years before his death last spring. Mr. Peters holds the degrees of A.B. and M.A. from the University of California and has completed a portion of the work necessary for a Ph.D. He graduated from the Chico State Normal school before accepting his first position.

W. E. ELMER

W. E. Elmer, principal of the Santa Cruz high school, is developing the vocational training side of the high school work at Santa Cruz. He has had much training and practical experience in agriculture and building and Karl F. Adams, superintendent of the schools of Santa Cruz, says of his work: "Mr. Elmer is rapidly developing our shops on the basis of the Smith-Hughes plan in the hope that he will be able to furnish more direct vocational training to the high school pupils."

Mr. Elmer was born in New York and educated in the schools of Minnesota and Wisconsin. He graduated from the University of Wisconsin in 1900. Later he was superintendent of schools at Necedah and at Hartford, Wisconsin. He was superintendent of schools at Chinook, Montana, for three years before coming to California, where he studied at Stanford University and received a degree of Master of Arts from the institution in 1923. He has since been associated with the schools in Santa Cruz, where he is successfully working out interesting problems in education with the cooperation of Superintendent Adams.

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WESTERN SCHOOL NEWS

Edgar T. Boughn, formerly of the Newhall school system, Los Angeles county, will teach this winter at the California Preparatory School for Boys. The school, which was formerly known as the Pasadena Military Academy, is a leading educational institution and it has grown so rapidly that buildings are being erected on a one-hundred-acre estate near Glendora. It is expected that the buildings will be ready for occupancy next fall. C. M. Wood is superintendent of the school and Mrs. J. H. Henry is president of the institution.

A $193,466.95 school building program is being carried out in San Diego county where Miss Ada York is county superintendent of schools. Some of the buildings will be ready for use this fall. The Oceanside-Carlsbad Union High school was the only high school that benefited by the money. Elementary school systems that received funds for schools were: Coronado, West Fallbrook, Carlsbad, La Mesa, Otay, Pomerado, Lemon Grove, Jacumba, Oakdale and Descanso.

C. O. Blaney, a Fresno county school man, has been appointed school attendance officer by Superintendent Clarence W. Edwards. Blaney takes the position vacated by J. H. Tener, who has been appointed deputy superintendent of schools.

Special school facilities have been provided for the children of cotton pickers in Fresno county, where Clarence W. Edwards is superintendent. The California ranch near Firebaugh will house sixty pupils and a similar building will be erected for the Wiley M. Giffin ranch near Mendota.

It is expected that seven new public schools will be completed in Oakland, where Fred Hunter is superintendent, by the first of next year. The funds amounting to $9,600,000 are from the 1924 bond issue. The largest building will be the Cole school which should be completed some time in December. It is being erected at a cost of $195,177 and will have twenty-five class rooms.

The sum of $60,000 has been voted for a high school at Angels Camp. A new site of about seven acres is to be purchased near Altaville.

Ernest Y. Johnson of Troy, Ohio, has been appointed assistant athletic coach of the Huntington Park Union High school. He takes the place of J. C. Penniwell, who has accepted a position in a junior high school of Long Beach. W. L. Stuckey is superintendent of the Huntington Park schools.

Prince Lucian Campbell, president of the University of Oregon, passed away on August 14 after devoting thirty-five of his sixty-four years to education in the Oregon normal school at Monmouth and at the State University.

Edwin B. Tilton enters, this month, upon his new duties as assistant superintendent of schools in San Diego, where Henry C. Johnson is superintendent. Mr. Tilton has been with the San Diego schools as teacher and supervising principal for the past fourteen years. For the past three years he has served as principal of the Memorial Junior High school. His special field now will be supervision of instruction in the fifth and sixth grades and in the junior high schools.

John G. Howes, formerly of Fullerton, will be the dean of the Junior College in Taft this year. Dean Howes and J. T. McRuer, principal of the Taft Union High school, are planning a reorganization of the Junior College work.

A course in commerce, comprising a general business course of college rank, in which fundamentals of the subjects will be taught, and a department of engineering will be two new features of the Fresno State College curriculum, it has been announced by President L. McLane.

Courses in written expression, oral expression and in general reading are among the subjects included in the part time high school of which Dr. Leonard Lundgren is director, in San Francisco. Dr. Lundgren said recently in regard to this work, "Special care is given in all courses to select subject matter that will be useful to the student in both business and social affairs, and increase his knowledge of citizenship, personal hygiene, and changing economic conditions. At the same time it is the aim to promote habits of thought that will benefit him in his every-day life, and form a working basis for further experience. Topics from this course are freely used for oral expression exercises. Qualities of salesmanship are developed progressively throughout the English course."

A course in Modern Radio Reception will be given at the San Francisco State Teachers College by Mr. Carlos Mundt. This course should have unusual interest not only for teachers of elementary science, but for teachers generally. Among the topics to be covered may be listed: choice and operation of radio apparatus; inductance and capacity; waves and wave lengths; antennae and grounds; the crystal detector and head telephones; simple circuits and tuning; the vacuum tube; batteries and their care; the choice of the radio receiver; radio as an aid to education.

Mr. L. Van Nostrand, who is in charge of the western offices of the Milton Bradley Company, left September 5, accompanied by Mrs. Van Nostrand, on an extended tour for both business and pleasure. Mr. and Mrs. Van Nostrand will make stops in Oregon, Washington, Canada, Boston and Philadelphia. They will visit the eastern manufacturing plant of the Milton Bradley Company before returning to San Francisco via the southern route. They expect to reach San Francisco again about November 1.

The Pathway to Reading

By

BESSIE BLACKSTONE COLEMAN, Specialist in Reading
WILLIS L. UHL, Professor of Education, University of Wisconsin
JAMES FLEMING HOSIC, Professor of Education, Teachers College, Columbia University

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A DAY AT THE SAN JOSE STATE TEACHERS' COLLEGE

RONANA ADAMS

At nine o'clock sixty children met in the assembly hall. After some very interesting discussion of current problems, carried on by the children in a social situation, various groups planned for the day. By the discussion the teacher was able to evaluate the worth-whileness of the activities, and to help organize for the ones who had nothing to do. After the discussion the groups went to different parts of the assembly hall, to the halls, and to the available rooms, and began work. Five boys who were known as the newspaper group were running off their newspaper on a duplicator. Three boys who were interested in astronomy were reading and making an astronomical map. The library group (four girls) was busy in the library, checking and getting books. During assembly they asked the children what books they wanted. The following books were asked for: "Connecticut Yankee in King Arthur's Court," "The Yukon Trail," "Painted Desert," "Fur Seal's Tooth," "Three Musketeers," "The Call of the Wild," "Track's End," "Jim Davis," "Adrift on an Ice Pan," "Tom Sawyer," "Huckleberry Finn," "Ancient Men," "Old-Fashioned Girl," "Penrod and Sam."

A number of children were engaged in various forms of construction: painting Christmas cards, two children were illustrating their copies of the Twenty-third Psalm, some were making designs for corners of desk blotters, many were making block prints, others were decorating candles by melting crayolas. Another group was busily engaged in working out cross word puzzles; they were using dictionaries, geographies, maps, and an atlas. Three boys were composing a geography cross word puzzle. Many were reading; the following books were seen: "Ivanhoe," "Popular Science and Industry," "Pictured Knowledge," "Men of Greece" and "Penrod." Another group of boys was making reed baskets.

An arithmetic project was represented. Several boys and girls were making a house out of a packing box. On questioning as to how they were going to use it in their arithmetic work, they said that they must measure and figure the size of the rooms, windows, doors, etc.

In another corner two boys were making a map of Russia—enlarging it from a very small one according to a scale.

A Spanish adobe house was being modeled with clay, also some cone dwellings to show the achievement of man in building. Many of these activities were being carried on by the children independently, but others were being guided or helped by the teachers. For instance, in the work of decorating the candlesticks, since fire must be used in this work, the children recognized the advisability of the teacher's guidance. They would not start this work until she arrived.

Not only school arts were demonstrated during this morning of free activity, but also social arts, such as courtesy. For example, when the supervisor entered the room, one of the children immediately rose and offered her his chair. Another example; when some visitors were going out of the door at the same time that some of the children were, the children stepped back so that the visitors might precede them. A visitor asked a child a question, he stood while talking to her. Thoughtfulness and consideration for others were also exercised in this creative activity. The children were careful not to disturb others in carrying out their activities, and any one who infringed on the rights of another member or group called down the disapproval of the rest. In this way a good social attitude was developed.

UNITED STATES CIVIL SERVICE EXAMINATION

The United States Civil Service Commission announces open competitive examination for a commercial educationist, kindergarten-primary educationist.

Receipt of applications for these positions will close October 6. The examinations are to fill vacancies in the Bureau of Education, Department of the Interior, Washington, D. C., at the entrance salary of $3800 a year. Advancement in pay may be made without change in assignment up to $5000 a year. Promotion to higher grades may be made in accordance with the civil service rules.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil service examiners at the post office or custom house in any city.

(Continued from page 6, column 3)

but never higher than the measured height, it is found that about 60 per cent of school children may be seated in seats one-fourth of their standing height and the remainder in seats one to two inches lower.

Many school boards purchase no seats of the smallest (No. 6) size, which are made at a standard height of 11 inches, while careful measurements show that 82 per cent of first grade children require seats of this size or lower and only about one per cent of first grade children have a seat height measure as great as 13 inches. Similarly, 19 per cent of third grade children require No. 6 seats and 43 per cent require No. 5. In the high school, it is found that 26 per cent of the pupils should have No. 3 desks or smaller, 53 per cent should have No. 2, whereas many schools use only No. 1, which is too large for all but about 21 per cent, and most of these would be equally comfortable in No. 2.

It is expected that complete tables for correct seat heights for typical grade rooms will soon be available, based on thoroughly scientific and widely distributed measurements. But the main point is as clear now as it can ever be, and that is that most school room seats should be considerably lower than are used. The very few cases where they are too low will be evident in the case of the long-legged boys who cannot get their knees under the book box of the desks. The very many cases where injury results from their being too high are among the girls and frail, undersized children, as well as a large proportion of average and normal individuals.

Whenever there is any pressure of the seat under the knees of a child seated with feet squarely on the floor, the seat is too high. When the heels do not rest on the floor at all, as the child is seated erect, it is seriously so. Most of our schools should be re-seated throughout by installing a supply of the smallest size seats in the

(Continued on page 19, column 2)

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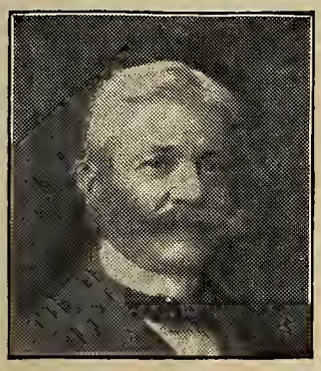

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THE BUILDING AND FURNISHING OF THE MANUAL TRAINING SHOP OF THE ISLAND SCHOOL, KINGS COUNTY, CALIFORNIA

By the Boys of the Seventh and Eighth Grades
(The work was done under the direction of Helen Heffernan, Rural Supervisor)

The Island School Manual Training Shop

The school buildings of the Island School District were too small for the number of pupils, and the building that had been used as a manual training shop was needed for a school room.

The trustees asked the fourteen seventh and eighth grade boys if they would like to build a shop for themselves and they all said "yes."

It was decided to have the building constructed of hollow tile blocks. Mr. H. O. Neal, our manual training teacher, drew

the plan of the building, which was to be 20x40 feet and was to have a hip roof.

Before we were ready to start the work, Mr. Neal ordered one hundred sacks of cement at a cost of $162.50. Ten wagon-loads of sand were brought from the near-by Clark's Fork of Kings River at a cost of $26 for the hauling.

The material for the hollow tile blocks was sand, cement, and water. We mixed the sand and cement in the proportion of four parts of sand to one part of cement, then added water and mixed the materials thoroughly. We put the concrete into hollow tile molds that were on a sand bed. They were allowed to stand a week, then smoothed and stacked up.

It took about forty hours or about sixteen Monday afternoons to make the three thousand hollow tile blocks that were needed.

In preparing for the foundation of the building, we first dug trenches sixteen inches wide and twelve inches deep, then lined the sides with planks.

The materials used for the foundation were one part of cement to six parts of sand and gravel and sufficient water to make the mixture pour readily. The concrete was poured into the forms in the trenches; the forms were removed when the concrete had set.

The trustees hired a brick mason for one hundred and five dollars to lay the hollow tile blocks. The lime for mortar cost seven dollars and fifty cents, making the entire cost of the masonry work one hundred twelve dollars and fifty cents. The carpentry work was done by Mr. H. O. Neal and the boys, except some shingling donated by Mr. H. Starrett. The lumber and shingles cost two hundred and twenty-six dollars. The windows and doors, thirty-nine dollars and fifty cents and the hardware five dollars and fifty cents, altogether two hundred and seventy-one dollars. The total cost of masonry and carpentry was three hundred eighty-three dollars and fifty cents, and the total cost of material and hired labor for the entire building was six hundred twenty-one dollars and twenty-five cents. As a result, we have one of the best rural manual training shops in Kings county.

At the beginning of the school term, 1924-1925, the manual training shop of the Island school had to be furnished with work benches before the boys of the seventh and eighth grades could start making things for themselves. Mr. H. O. Neal, the manual training teacher, drew the plan for the benches. Most of the lumber was planed at the mill in Lemoore before it was brought out. The top of each bench was made of 2"x3" pieces, glued together at the planing mill. With the exception of the planing of the lumber and the making of the tops, the five eighth grade and four seventh grade boys did all the work of constructing the sixteen benches.

First they made the ends of the benches, then put cleats on for drawers, and after that fastened the two ends together with bolts and side pieces. The tops were then put into place.

After the benches were made, they had to be painted and oiled. Ivory paint and linseed oil were used, the oil for the tops and the paint for the rest of the woodwork.

When finished the benches were fastened to the floor with one lag screw at each end. The cost of the lumber used in each bench was three dollars and eighty-five cents. The hardware, bolts, screws and a few nails cost four dollars and eighty-five cents. The paint and oil cost thirty cents. The total cost for each bench was nine dollars.

It took about fourteen Monday afternoons for the construction of the benches.

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PROGRESS IN THE BAKERSFIELD CITY SCHOOLS

By Ruth Thompson

Beginning his eighth year as superintendent of the Bakersfield city schools, Charles E. Teach is confronted with a growing school system, the attendance of which now approximates 6000 children in the elementary schools, and a teaching staff which consists of 123 elementary teachers, seven kindergarten teachers, six special teachers, fourteen principals and three supervisors.

There are a number of interesting features in the Bakersfield school system. One of them is the method in which children have been encouraged to save money. The thrift movement began in the Emerson school where Mrs. June Schley is principal, and from there it has spread, with the approval of Mr. Teach and the Board of Education, to every school in the city. The savings accounts range from one cent to one hundred dollars. Arrangements have been made with the banks in Bakersfield for the children's money to be handled satisfactorily to all concerned. "With savings," Superintendent Teach stated recently, "the glory of industry has been taught, and in many cases children have been encouraged to earn and then to save." The superintendent and the teachers urge the support of all teachers and parents in this movement and it has proved beneficial to the children.

The committees appointed by the superintendent to work out a new course of study have completed their work and the new course is being distributed among the teachers this month. The new courses outline the work in arithmetic, history and civics, geography and agriculture, English grammar and composition, spelling and hygiene.

Last year the city schools, instead of purchasing its own books, signed a contract with the county librarian, Mrs. Julia G. Babcock, and the service of the County Free Library was considered an experiment in the school system. However, this year it has passed the experimental stage, as it has proved thoroughly satisfactory. Therefore the service is to be continued. In referring to this phase of the school work, Mr. Teach recently said, "Through the assistance of Miss Wilhelmina Harper, a splendid course in supplementary library reading has been prepared for the schools. Approximately 7500 books have been read and reports filed by the pupils of the sixth, seventh and eighth grades."

The "safety squad" is an interesting feature of the school system. Purposeful lessons on safety are taught and a monthly "Safety Bulletin" is distributed. The bulletin contains stories suited to children of different ages. The leadership of the safety squads changes monthly and thus all children are kept actively interested. The leaders give general attention to safety of smaller children as they cross streets. Leaders are chosen from the various schools according to scholarship and general alertness for safety.

That the school children and teachers should not be distracted from their work by outside affairs which have no connection with the lessons being conducted, is one of the strong pleas of Mr. Teach. His protest is probably the more effective because it is tinged with a humor that every

CHAS. E. TEACH,
Superintendent of Bakersfield Schools

school teacher will respond to. "A conservative inventory," says Teach, "will show that organizations here and there, both local and foreign, would infest our schools with enough special days and special weeks to consume the entire time of the schools. A partial list would include as serious and humorous the following: Fire Prevention Week, Clean Up Week, Thrift Week, Better Speech Week, Safety Week, Bicycle Week, Good English Week, Constitution Week, Good Health Week, Read a Good Book Week, Father and Son Week, National Song Week, Own Your Home Week, Dodge the Automobile Week, More Insurance Week, Sell Some Real Estate Week, Art Poster Week, Join the P. T. A. Week, Knock the Narcotics Week, Boys' Week, Better Homes Week, Nature Study Week, Pay Your Bills Week, Find Yourself Week, Boy Scout Week, Education Week, International Peace Week, Efficiency Week, Join the Camp Fire Week, Better Home Lighting Week, Ride the Street Car Week, Go to the Theatre Week, Better Pictures Week, Clean Your Teeth Week, Swat the Fly Week.

"Any program or propaganda, however worthy, constituting a special week or day which interferes with and breaks up the well-balanced continuous program of the school, usually in the end wastes time and effort and adds eventually to the teacher's job.

"Dividing the interest and attention of the pupils and faculty often interferes with progress. Too often these special weeks disrupt and almost literally tear up the school's chief interest until the public takes on a decreased view of the ideas of education.

"Essay contests, special days and weeks must decrease in their frequency if the schools are to reap the greatest good from the purpose and intent of the regular program. Bakersfield has tried to take a sane stand and hold the schools within their proper sphere, but propagandists, peddlers, hot dog stands, special days and weeks are fast becoming menaces to school progress, because they interfere with concentration and thoroughness."

Education in Bakersfield is conducted in a scientific manner, as the superintendent's report upon the testing of students shows: "Bakersfield has been experimenting with standardized tests as a means for better classification. In the kindergarten and first grade the Fintner-Cunningham tests have been used and as a result the teacher of the first grade has been better able to correctly classify the beginners. Unfortunately, the laws of California provide a chronological age for beginners rather than a mental age and in many cases our tests have revealed mentality very superior among pupils whose chronological age is below the legal age for entrance in the first grade and because of the legal obstacle that such children have been denied the privilege of entering the elementary school where rightly they belong. All pupils entering the seventh grade have been tested with the Stanford Achievement Tests and from the data obtained it has been possible to classify the pupils as superior, medium or slow. The Stanford Achievement Tests are a group test requiring about three hours and covers work in arithmetic, reading, spelling, science information, history, literature and language usage. Research shows that these tests are very reliable as measures of individuals. Every modern school of any considerable size employs a staff of research workers who conduct research studies, the chief objective of which is the correct classification of children, or properly fitting curricula to children. It should be extended in Bakersfield. The will to improve, growing out of children's studies of their own records and the will to self-mastery and self-management, are desirable outcomes from testing programs as they should be," states Dr. E. L. Thorndike.

"Schools should attempt to make a better and more accurate evaluation of mental and educational achievements and this can only be done by the use of standards in research. The cumulative evidence from the many practical experiments leads to this inescapable conclusion that it pays to measure.

"The retardation record for the Bakersfield schools shows that 260 pupils repeated grades last year, or approximately 7 per cent, which corresponds closely with the superintendent's estimate printed on the pupil's report card. Sixty-eight pupils made more than one grade during the year, showing an acceleration in that respect of about 2 per cent."

Bakersfield's educational program can continue its growth, according to the reaction of the citizens at a bond election last March when $300,000 for the improvement of the schools was voted. It is expected that the improvements now in progress will be completed by January, 1926, but at the present rate of growth it will be necessary to approve another bond issue if the schools are to be kept at the high standard of the present time.

"With splendid teachers, good equipment, a sane course of study, devoted and co-operative parents, a progressive city and a whole-hearted community spirit, our schools will continue to be the biggest interest in our city for the development of a worthy citizenship," Mr. Teach declared. "The educational system in Bakersfield is influenced by American ideas and ideals in order to produce for every American community an American public school good enough for any American child."

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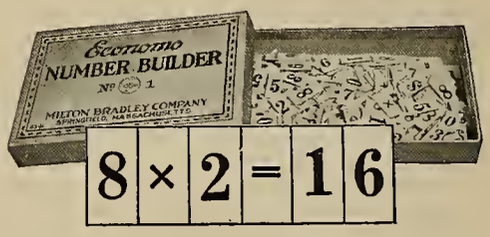

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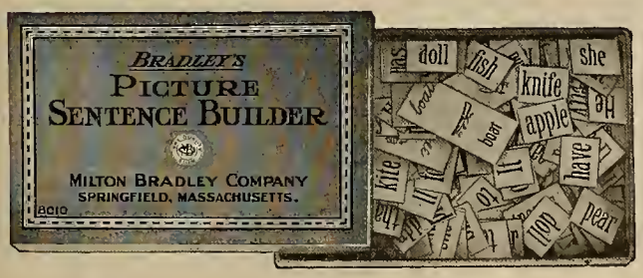

MISS CLARK, CO. SUPT. OF SCHOOLS, VISITS SONOMA SCHOOLS

The first of the series of school community days for 1925-26, which begins the third year of this popular feature of Sonoma county school progress, was held August 26. Trustees, parents and patrons, with pupils and teachers from remote school districts of the Coast Section, met at Plantation District with County Superintendent Louise Clark and her assistants to hear and discuss plans for the new school year.

During the past year, pupils of these coast schools were provided with hot chocolate for the lunch hour and the school room and surroundings were renovated. Phonographs and better library facilities have been provided and consequently, excellent teachers have been retained. Each teacher, with the help of her pupils, has made the school room a most attractive place and all schools are working toward the goal of a standard school which involves accredited scholarship and a satisfactory school plant.

Superintendent Clark discussed these two phases of standard schools, dwelling especially upon the necessity of education for character, in conjunction with scholarship. Supervisors of reading, art and penmanship, music, agriculture, and the social studies presented aims and objectives in their respective subjects as stated in the outline course of study. This will form the basis of work in curriculum study among the teachers during the coming year. All pupils present were given standard achievement tests by the supervisor of tests and measurements. These results will be used in securing proper placement as to ability and grade. The Community Club provided a picnic luncheon.

The coast districts are a progressive group of which Miss Clark is justly proud. Eight of the schools in the section were visited during the week. A distance of 180 miles, circling mountain grades and winding through forests and canyons, was covered by auto before returning to Santa Rosa, Friday afternoon.

SPECIAL TEACHERS IN RURAL SCHOOLS

Sonoma county has inaugurated a system whereby special teachers may be employed among the schools in rural communities. Music and Orchestra, Community Mechanics, and Home Making courses were offered during the school year 1924-25, four special teachers being employed. The plan gave such satisfactory results that it has been continued with an increased number of special teachers for the year 1925-26. Three teachers of Community Mechanics, a teacher of Home Making and Music, another for Music and Orchestra, and another for Art and Penmanship will serve districts desiring one or more of these courses.

The plan has been worked out by County Superintendent Louise Clark, who secured the cooperation of the trustees in districts desiring special instructors in these subjects. Ten schools within reasonable distance of one another jointly employ one or more of the special teachers, each school paying one-tenth of the salary and receiving the services of the teacher for one-half day per week. The salary agreed upon must be sufficient to cover traveling expense in addition to adequate payment for services.

GRACIOUS HONORS FOR VETERAN EDUCATOR

Gracious recognition of the priceless service and influence of a splendid man as an educator has been given to W. H. Housh, for thirty-one years principal of the Los Angeles high school. Mr. Housh has just started on a trip around the world on a Dollar liner, President Polk. This trip is a gift from 20,000 students, members of the faculty and alumni of the Los Angeles high school, dating back to 1896. They are bearing all the expense of the trip, and sent Mr. Housh away with their god-speed.

It is well to pause a bit amid the strenuosities of daily life to contemplate this pleasing episode. Here is a man who, as an educator of the best type, has devoted himself wholly and unreservedly to teaching, for a period of almost as great as the average lifetime. Thousands upon thousands have passed under his training, going out into the world under the inspiration of his teaching and his influence. God alone knows how profound and widespread is the influence of a good teacher, such as Mr. Housh has been. For his influence does not stop with those whom he instructed. It is transmitted by them to others, who in turn pass it on to others, until it becomes a continuing wave of influence, just as the thrown pebble in the lake starts ripples which roll on to the very extremities of the lake.

It speaks well for students, faculty members and alumni who conceived this generous and gracious recognition of the worth of Mr. Housh's services. Too often, as a man grows older in good service in education, his devotion to duty and his giving of himself to his work, are forgotten or underestimated. In the case of Mr. Housh, his long career is kept vividly in mind. So it should be with faithful teachers everywhere. They lead a hard, exacting life. Appreciation is sweet to them.

(Pasadena Star-News.)

WESTERN SCHOOL NEWS

W. J. Savage, superintendent of schools in Colma and Daly City, reports the largest attendance in the schools of his territory that has ever existed. In the last bond issue, however, ample provision was made for an increase in attendance and so the schools are not overcrowded as they otherwise would have been. Superintendent Savage is also a member of the San Mateo County Board of Education and is author of Forward Looking Lessons in U. S. History, used as supplemental books in the teaching of seventh and eighth grade history. The books are published by the Harr Wagner Publishing Company in San Francisco.

PROJECTS IN THE FAIRMOUNT SCHOOL

One of the largest elementary schools in San Francisco is the Fairmount School, of which Kathryn McGough is principal. Miss McGough has 1000 students in attendance and special project work is a feature of the daily work. At the conclusion of each project, project books are made by the children and are kept as a permanent record of the achievement. Some of the books are records of history, civics, literature, arithmetic and science. The school has a small but attractive library of its own and students act as librarians for a certain period each day. In this way library work is taught and children learn of the care of books as well. A dental

(Continued on page 16, column 3)

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TEACHING FOREIGN CHILDREN HABITS OF AMERICANISM IN PUBLIC SCHOOLS

Children of foreign parentage who go to school in Gardena, California, have the opportunity of becoming little Americans at once.

Mrs. Louise F. Kellogg, who has charge of the Americanization work in the Gardena elementary school, has a home-like and attractive room in which she teaches them the ways of this country, its languages and customs. The work is carried on in an informal, chatty way and the children scarcely realize that they are in school.

The room is a large, airy one with high ceilings and softly tinted walls. Pictures that have an especial meaning in the country's history are on the walls. Books for the children to read are in the library and the songs and quotations on the blackboards fit in with the work required of the children and may be learned at times when they have a few minutes of leisure.

The work is largely ungraded as the children are of different nationalities and ages. Some of them have had more education in the country from which they came than others. Some of them have had no schooling at all, until they came to Mrs. Kellogg. In order to give the children the correct pronunciation of the English words they are given phonic exercises. They see the printed symbol and learn to pronounce it. Much is done in little ways to give them the English background, which they have missed but which most children reared in America have. There are stories, and proverbs and songs and sayings which mean much to Americans which Mrs. Kellogg teaches to these children who want to become Americans.

A proverb is learned each day and its meaning explained by the instructor. Songs such as "California's Calling Me" are sung every day and when such special events as "Kite Day" come along the children in the Americanization room share in it. All of them made kites on "Kite Day" this year and some of them were quite attractive. A little boy by the name of Jesus, made a flag with a white background with yellow stripes upon it. In the center was the American flag. It was a patriotic kite he announced to his teacher and took many pains to make it beautiful. Seigo Mihara in this same room made one of the largest kites flown that day. One, which caused much comment, was made by a boy in the Americanization room and when in the sky looked so much like "Tinker Bell" of Peter Pan, that it was dubbed "Tinker Bell" by the children. It was Mrs. Kellogg's kite and flown for her because she could not make one for herself. The children do things for each other and for the teacher and in this way learn to be unselfish and think of each other.

The bigger boys in the room made the cupboard for the library books, Josefa Lopez, one of the bigger girls, made the curtains to cover the front of the bookcase. The older girls and boys are taught to catalog the books for the room and take care of them.

Pictures are used extensively by Mrs. Kellogg in this work. The picture of a fox is pasted on a card and when something comes up in the school work about a fox this picture is at hand to illustrate what is meant. At this time the children learn all they can about the fox, its home and habits. If the country of Switzerland is being studied in geography then pictures are brought out which tell the pupils at once the kind of country it is and what may be found there. The children in turn write little stories, which enable them to put in writing what they have learned and fixes the forms of speech. The instructor uses flash cards such as "I sit," "I run." This is a sort of game to them and tests their quickness in recognizing the English words they are learning.

One of the classes was reading "Little Half Chick" one day. They were quizzed on the story by Mrs. Kellogg to see if they understood it. She asked what makes fire and the answers she received were varied. One said "gasoline," another "matches" and another "sticks" and another "gas," showing that they had acquired something of a vocabulary and knew what made fire.

The children in the Americanization room learn to spell. They have spelling each day and are marked on it. Mrs. Kellogg has a system of giving stars to those who spell so many words correctly. These stars are counted at the close of the year and the one with the most stars receives a book as a gift. There must be five perfect lessons to get one star, so it means some work to acquire a number of them.

Each of these words in the spelling lesson is explained to the pupil. If "cheese" is the word then everything that can be learned about cheese is taught and when the children learn to spell it, they know the meaning of it and can use it.

In the study of fruit and flowers they learn something of color as well as the use to which the fruits may be put.

This is the third year that Mrs. Kellogg has had the Americanization work in the Gardena elementary school. Two years before taking up the work at Gardena she had the Americanization work as Hermosillo. There she went into the homes and became acquainted with the mothers. She taught them some English, how to do little things in our American way and to send the children to school regularly. She became so well acquainted with these mothers that the children who come to her now feel that she is an old friend because she knows their mothers and has been in their homes. The contact with the children is easier and they have a friendly feeling toward her from the beginning.

(Gardena Valley News.)

School Room Furniture

School days,—the happiest days of our lives. How long ago it seems, yet the memories are very clear, and all the more so when we see an old picture like this.

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MODOC COUNTY TEACHERS INSTITUTE

The Modoc County Teachers' Institute was held in Alturas August 25-27, featuring Mamie B. Lang, commissioner of elementary schools, as one of the instructors. Miss Lang spoke on "The Value of a Testing Program" and "The Objectives in a School Curriculum." Her talks were well received and carried a message of inspiration and encouragement to the teachers who are now beginning their school work for the new year. Other instructors on the program were: Ruth G. Strickler of Davis Creek and L. B. Lewis, music instructor of Surprise Valley, and the various committee heads, who conducted round table discussions. The committees for the institute were composed of: Introduction, Dorothy Gloster; Reception, Mary Mullins; Music, L. B. Lewis, Mrs. May T. Gooch and others; Resolutions, Alfred O. Saxe, W. E. Hester, Mrs. Blanche Payne, Dorothy Rinehart, Katie Steele. Charles J. Toreson is county superintendent of schools.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

CHECKING UP ON OUR KNOWLEDGE OF CALIFORNIA'S HISTORY

This month of the Diamond Jubilee celebration in California would be a good time for each of us to retire to his own "closet" and there ask himself this solemn question, "How much do I know about the history of my state?" If, face to face with ourselves, we answer the question honestly we may wish immediately to consult books, the best books on the subject.

In 1920, Miss Eudora Garoutte, head of the California Department of the State Library, prepared a bibliography as a "Study Outline of California History." This outline is divided into eleven sections, from its beginnings back as far as the days of Balboa, Magellan, and Cortez down through the period of the Civil War. The Portola expedition and the discovery of San Francisco Bay, the coming of Junipero Serra and the founding of the missions all the way up the coast from San Diego to San Francisco, along "El Camino Real," forms one of the most picturesque bits of history of any land. There are some delightful books listed under this heading: Gertrude Atherton's "The Bells of San Gabriel" from her "Splendid Idle Forties," Fitch's "Junipero Serra; the Man and His Work," George Wharton James' "In and Out of the Old Missions," and Eldredge's "Beginnings of San Francisco."

We find ourselves needing to be reminded of the part played by Russia in the history of the state. The historians, Bancroft, Chapman, Eldredge, Richman, and others, cover this phase of our history, or we may turn to the fascinating pages of Reuben Gold Thwaite's "Early Western Travels." Bret Harte gives us picture after picture of these early days and still more of that later period of '49, which introduced "The Gold Era." Hittell and Josiah Royce tell much of this time, and Stewart Edward White, in "The Gray Dawn," and "Gold," and in his "The Forty-niners," a volume in "The Chronicles of America" series published by the Yale University Press, gives us some intensely interesting literature on this period.

Following close upon this era came "The Struggle for Order" and among books of interest are the records of the "Vigilance Committee," and G. H. Fitch, "How California Came Into the Union." Charles H. Shinn has a delightful volume on "Mining Camps." Then comes "California's Part in the Civil War" and mention is made of "A Senator of the Fifties" by Jeremiah Lynch, and of that delicious little volume by Asbury Harpending, entitled, "The Great Diamond Hoax."

An interesting study could also be made of "Transportation and Mail Service," in which the development of these two great agencies of civilization is traced from the Spanish and Mexican methods, from stages, the pony express, even travel by camels which was tried out, water routes, to the coming of the "iron horse."

Why not take up such a course of reading in addition to the other reading we are planning to do this fall? Any library can supply the books. We should find it most illuminating. We talk much of "Adult Education" in these days. While we are trying to find out just what "Adult Education" really means, we might be experimenting on ourselves in the direction of fuller and more exact information concerning the great state in which we live and which has won our life-long devotion.

There are other books not mentioned in this fine bibliography, some of which we should not fail to read. Written many years ago primarily for boys and appearing first in "St. Nicholas" is that excellent story of Noah Brooks, "The Boy Emigrants," in which the fortunes of a group of boys from the middle west are followed as they cross the plains in their covered wagon, joining forces with other "covered wagons" which together formed great emigrant trains traveling slowly but steadily, bravely, westward through untold hardships and with unequaled courage. The book is worthy a place alongside the best that has been written of this time.

There is a little book by Harr Wagner, entitled "Pacific History Stories," which while written primarily for children might add greatly to the knowledge of any of us of larger growth. From stories of the early voyages and discoveries, of Balboa and Magellan and Cabrillo to the "March of Portola" and "The Story of the Missions," "The First Ship to Enter the Golden Gate," from the "Story of the Donner Party" and "The Bear Flag Republic" down to the time of Fremont and the coming of California into the Union, every chapter is worth reading.

Another book which must not be overlooked in connection with the history of the state is one of value, by Ella Sterling Mighels, entitled "Literary California," and consisting of poetry, prose and portraits, gathered from California authors and here brought together. You will find here Joaquin Miller's "Old California."

'Tis a land so far that you wonder whether
E'en God would know it should you fall down dead;
'Tis a land so far through the wilds and weather,
That the sun falls weary and flushed and red,—
That the sea and the sky seem coming together,
Seem closing together as a book that is red.

The State Library has prepared an index to the last edition of the volume. The book contains an exceedingly valuable bibliography of California writers, a summary of those who have contributed to California's literature as a whole.

And we have not yet mentioned John S. McGroarty's "Romance of California History," as charming a volume as the author's musical pronunciation of the name, "California." A new era of golden discovery lies before us if we but begin to mine this wealth of literature on California.

(Continued from page 14, column 2)

laboratory is one of the useful and helpful features of the Fairmount School. Here children who need care and have not the money for proper attention are treated. Excellent work is done in making posters and the Diamond Jubilee posters showed originality and artistic ability carefully directed. The first grade, under the training of their former kindergarten teacher, Mrs. Katherine Elliott, has a band composed of members and a leader. The children keep time with tambourines, rattles, blocks of wood, drums and other devices, while their teacher plays a march which she composed herself, on the piano. The band is getting in trim for a performance on the radio. They will play for "Aunt Betty" (Ruth Thompson) of the K G O Kiddies Klub, some time in October.

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SOUTH PASADENA IMPROVES SCHOOL BUILDINGS

Some building activities have been carried on in the schools of South Pasadena, where George C. Bush is superintendent. The high school has had many improvements installed, such as lockers and linoleum, and remodeling and renovating work has been carried on generally. The hall of the main building of the high school has been transformed and a niche containing a life-size statue of Roosevelt, the gift of the last graduating class, has been installed. A stage has been provided in the art room on the third floor. This will be used for displaying costumes, scenery, and other work of the department under Miss Hester Laumann. The room has been decorated in brighter colors.

A new three-story academic building is practically completed. It contains a cafeteria, a stage and concert room, and it is expected that students may begin to use this building some time in October. It is expected that the new gymnasium building will also soon be completed. The Marengo Avenue School has been improved by the addition of a stage for school performances.

J. W. Moore, business agent for the schools of South Pasadena has left for an extended tour of the East, after having supervised the improvements in buildings during the summer.

Non-technical chemistry and mechanical science have been added to the high school course in the Eureka High School, where George C. Jensen is principal. Cooking has been taken off the curriculum, but will be taught in the junior high school. Large classes have enrolled in the new courses.

One hundred and twenty-five teachers are conducting the school work in Alhambra, where Forrest V. Routt is beginning his first year's work as superintendent.

James Ferguson, principal of the high school at Chico, is arranging an excellent program for the high school section of the C. T. A., Northern Section. Mr. Ferguson has just returned from abroad, where he attended as a delegate the World Educational Conference. He visited Ireland, England, Scotland, Belgium, France and other countries and got a thrill in going from London to Paris in an airplane.

"Twenty Lessons in Citizenship" is a valuable book by D. L. Hennessey, director of Americanization and teacher of citizenship in the Berkeley schools. Price 40 cents. The book is used in San Francisco, Oakland, Alameda, Berkeley, Fresno County, Contra Costa and by county libraries generally. It is a book that meets the requirements of those who are looking not for theory but for practical information. The book is a very useful contribution to teaching material. It is in the fourteenth edition. Copies may be secured by addressing D. L. Hennessey, 1009 Oxford street, Berkeley.

A new high school is to be built in the near future in the San Lorenzo district, Alameda county.

Alice Rose Power has been re-appointed by Mayor James Rolph, Jr., of San Francisco as a member of the Board of Education. The San Francisco Teachers' Association and other organizations have passed resolutions commending Mayor Rolph for making the appointment. Under the charter the electors vote Yes or No in confirming the appointment in the November election. The appointment is for seven years.

Miss Hattie May Hammat, principal of the Lafayette School of Fresno, was elected president of the Fresno Teachers' Council for the third time at a meeting of the council held recently. The election occurred following a general meeting of teachers and the subsequent naming of delegates from each school faculty. Herman E. Carlson was elected vice-president, Miss Luella Sweitzer, secretary, and R. F. Aspinall, treasurer.

Woodlake, Sept. 13.—The proposition to bond the Townsend school district for $7,000 to erect and furnish an additional room to the building, carried recently in a special election by a vote of 33 to 5. Marked increase in attendance requires a third teacher this year and the additional room. The school has opened with the additional teacher in temporary quarters until the addition is completed. Mrs. Virginia Ctapp is the principal.

Miss Lucy H. Purdam was elected assistant superintendent of the Inglewood schools recently by the city school board. She has been superintendent of schools at Lancaster for nine years. She will aid Superintendent George W. Crozier in administration of the schools. Mrs. Winona Quanstrom, assistant kindergarten teacher at Queen Street School last year, has been appointed kindergarten director at the Fairview Heights School. Fourteen new teachers have been added to the faculty of the grammar school system, making a total of 76 teachers in the schools of Inglewood.

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BOOK REVIEWS

BLACKBOARD STORY-TELLING, Self-Instruction Drawing, Applied Action, Animal Characteristic, by Hilda Keel-Smith: How many teachers would value the ability necessary to go to the blackboard and rapidly sketch illustrations as she talks? Primary and kindergarten teachers and teachers of the foreign-born wish particularly to be adept in this art and now there appears on the market a very valuable handbook which presents a method so simple that no particular artistic ability is required to master it. An analysis of line is made and characteristics of various animals and birds are studied as well as the expression of human emotions. The fewest possible lines are used in representing objects and so each line is made to count. Careful observation becomes a habit when this method is studied, for without observation no representation can be made. Art teachers will find this book helpful in teaching drawing. Perfectly fascinating projects are given for reviews, such as: "Draw the duck, the rooster, and the turkey running a race. See if you can make the rooster win the race!" "Draw a barnyard scene, bringing in all the animal characteristics studied." Illustrations abound on every page of this volume and any teacher or student will find that the book is a course in drawing in itself. The author, Miss Smith, is instructor and supervisor of drawing in the San Francisco State Teachers College and there she has had wide experience and unqualified success in her work. Her book is a direct result of her class room work. (Rand McNally & Company. Price $1.75.)

THE FOODS WE EAT, by Frank G. Carpenter and Frances Carpenter: Out of the numbers of geographical readers that are published now and then one finds a book that the child will really read for the sake of reading and to see "what happens next." This well-illustrated attractive volume is one of those books for the lessons are tied up with the club travels of half a dozen children who went to Mary's birthday party and had a lot of good things to eat. Where the fish, the meat, the bread, cake, chocolate and other goodies came from is the subject that arises. The finding of the answer to that question leads the children to many lands and such fascinating things as they discover! The pictures are unusually good, some of them being colored photographs. The type is large and easily read by the third grade child who will find the book a charming introduction to the study of geography. (The American Book Company. Price $.72.)

CARPENTER'S NEW GEOGRAPHICAL READER, by Frank G. Carpenter: A book by Frank G. Carpenter needs no introduction for his volumes have been on the market for the past twenty years and are familiar to the majority of teachers and children. Keen delight and interest was felt in educational circles recently when it was announced that the Carpenter geographical readers had been revised and had additional material. Now the following books are available for schools and libraries for all who wish to travel "by book" when they have time for that pleasure: NORTH AMERICA; SOUTH AMERICA; EUROPE; ASIA; AFRICA; AUSTRALIA AND THE ISLANDS OF THE SEA. Illustrations and maps enhance the travelogues. Study work at the conclusion of many of the chapters is thought-provoking and helps to fasten the lessons in the reader's mind. (The American Book Company. Price per volume $1.00.)

SCHOOL AND HOME, by Angelo Patri: "The school is the heart of the nation," says Angelo Patri in this new book of his. He seems, there, to strike the keynote to a volume which is both sympathetic and inspiring. The epigrammatic truths which are injected into the examples quoted carry one delightedly into the unfolding of many a problem of child-nature. The chapter headings are: The School That Everybody Wants; The Gifted Child; No Child Is Really Bad; The Child Who Fails; Topsy-Turvy Education; Sins Against Childhood; The Spoiled Child; Fear—And The Child; The First Day in School; Parents' Associations; The Old School and the New. (D. Appleton & Company.)

INTRODUCTION TO RURAL ECONOMICS, by Paul L. Vogt: Economics on the farm is a new and modern angle that cannot help but bring both profit and pleasure to the farmer, and so this book on rural economics which is a sane and practical presentation for high schools in rural communities, should prove doubly welcome. The fact that insurance can be carried on farm crops; that good roads are necessary in the country as well as in the city, and that they are a saving in the end; that modern machinery should be used even when it is necessary for several farmers to cooperate to buy one machine; and the fact that farming is really a science and an absorbing study in itself, prove that application to modern ideas and development are as necessary to farming as to any other line of industry if one would succeed. This volume offers an exceptionally interesting presentation of these and many other facts, the study of which both teachers and students will enjoy and derive direct stimulus from. Illustrations, projects and listed references complete the work. (D. Appleton & Company.)

CONTEMPORARY VERSE, edited with a Prologue and Notes, by A. Marion Merrill and Grace E. W. Sprague: This volume presents a thorough study of modern poetry, a few examples of some of the well known poets being given, together with study suggestions that bring out the points without "spoiling the joy of discovery" on the part of the pupil. The biographical introduction to the work of each author is written in bright and chatty style that is interesting and adds to the value of the poems offered for study. (Little, Brown & Company. Price $1.25.)

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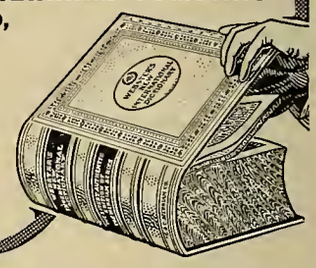

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(Continued from page 10, column 3)

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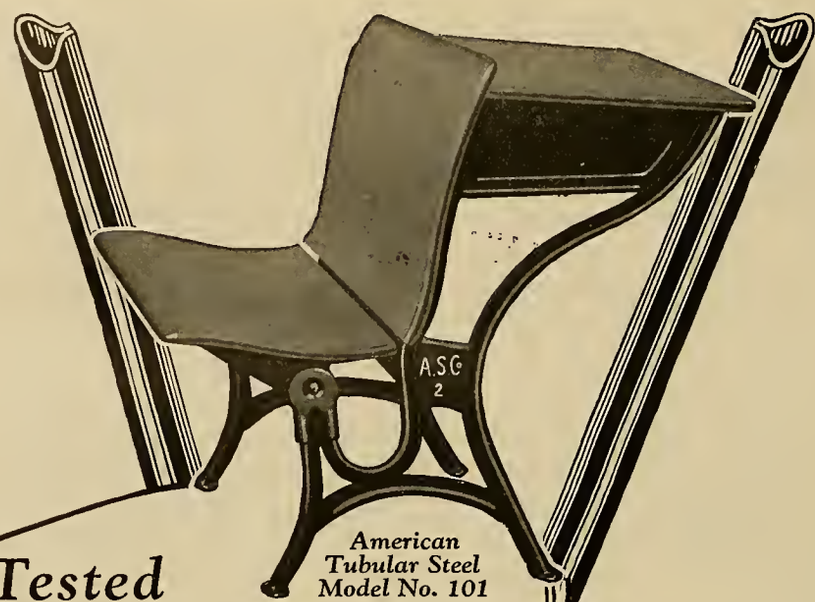

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ARMISTICE AND THANKSGIVING DAY NUMBER

THE WESTERN JOURNAL of EDUCATION

OCTOBER, 1925

THE DEBT

For the youth they gave and the blood they gave,
For the strength that was our stay,
For every marked or nameless grave
On the steel-torn Flanders way—
We who are whole of body and soul,
We have a debt to pay.

When we have justly given back again
To the maimed body and bewildered brain.
New strength and light and will to take one's part
In the world's work at field or desk or mart,
When this old joy of living we restore,
We shall have paid a little of our score.
When we have given to earth's stricken lands
The service of our minds and hearts and hands,
When we have made the blackened orchards bright,
And brought the homeless ones to warmth and light,
When we have made those desolate forget,
We shall have paid a little of our debt.

For the youth they gave and the blood they gave
We must render back the due;
For every marked or nameless grave
We must pay with service true;
Till the scales stand straight with even weight
And the world is a world made new.

—Theodosia Garrison.

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THE AMERICAN BOY

SON

"Father, look up and see that flag;
How gracefully it flies!
Those pretty stripes—they seem to be
A rainbow in the skies."

FATHER

"It is your country's flag, my son,
And proudly drinks the light—
O'er ocean's waves, in foreign climes,
A symbol of our might."

SON

"Father, what fearful noise is that,
Like thundering of the clouds?
Why do the people wave their hats,
And rush along in crowds?"

FATHER

"It is the loud-mouthed cannon's roar,
The glad shouts of the Free;
This is the day to memory dear—
'Tis Freedom's Jubilee."

SON

"I wish that I were now a man;
I'd fire my cannon, too,
And cheer as loudly as the rest—
But, father, why don't you?"

FATHER

"I'm getting old and weak—but still
My heart is big with joy;
I've witnessed many a day like this,—
Shout you aloud, my boy."

SON

"Hurrah for Freedom's Jubilee!
God bless our native land!
And may I live to hold the sword
Of Freedom in my hand!"

FATHER

"Well done, my boy—forever love
The land that gave you birth;
A home where Freedom loves to dwell—
The happiest land on earth!"

—Anon.

Armistice Day

Ruth Thompson

THE WORLD WAR

The World War has been called the "War to end war." It covers the blackest pages of the world's history. It was the cruelest conflict in which human beings have ever engaged. It was the origin of poison gas, liquid fire, machine guns, tanks, submarines, death bombs, Zeppelin raids, of trench warfare, barbed wire entanglements, and other devices unthinkable. Instead of many individual battles, there was practically one continuous battle raging across the front, though some decisive victories were won from attacks of divisions. Some of these were the Battle of the Marne, Flanders, Verdun, St. Mihiel and the Argonne Forest. General John J. Pershing was in command of the American army.

The people at home fought valiantly for the cause; men who could not go, women who "kept the home fires burning" and children whose energy and interest were a marked feature, all did their share. The Red Cross was the foremost organization at home and abroad, but every one did his part. There were the five Liberty Loans; there were the thrift and war savings stamps, bought by everyone, including school children; there were the war gardens where the children helped to grow food. People learned to knit for the boys "over there" so they could have warm sweaters and socks. Food was conserved and sent across the water. Ships were built to carry food, clothing and soldiers to the war zone.

Herbert Hoover was appointed food administrator and the slogan was "Food will win the war."

The government took over the railroads, telegraphs, telephones, and then there was daylight saving whereby every one was to do his work in daylight so as not to burn lights by night.

There are many instances of how the war touched each one of us closely and of how each one could do his part.

And the boys? Those brave heroes who gave themselves as the "supreme sacrifice" can never be forgotten. Their courage, their cheer, their offering of themselves for the loved ones at home, for the fight for world democracy — their accomplishment can never be measured with human measure. Their fight was the fight for right. They won.

Defeat after defeat met Germany after the close of the four-year struggle. The Germans themselves began to realize the war was the result of their kaiser and his militarists. Revolutions broke out in the country. The Socialists refused to support the government. The kaiser was forced to flee to Holland and a temporary government was established.

Germany accepted the terms of peace offered by President Wilson. Armistice terms were agreed upon.

The war was won by the Allies. The sacrifice of the people was not in vain. The sacrifices of mothers, of fathers, children and sweethearts, the "supreme sacrifice" of those millions of young men had not been in vain.

"In Flanders Field each poppy now
May raise its crimson head;
The world has kept its solemn vow.
And now the honored dead
That 'neath the Flander poppies lie
Will know 'twas not in vain to die.
Peace! Ye who know not how to yield,
That rest in Flanders poppy field."

THE COST OF THE WORLD WAR

The saddest and the greatest cost of the World War was the loss of human life. It was estimated that the dead numbered 13,000,000; the wounded included, missing and prisoners, 20,000,000.

The total net cost in money of the war is estimated at $286,333,637,097. Of this amount $125,690,497 was spent by the Allies, while the enemy expended $60,643,160,600.

The property loss may be made up in time. The human element of the strife has left a scar that can never be entirely eradicated.

The actual cost in American dollars of this tremendous conflict can better be pictured when the fact is known that if all the money spent were in silver dollars and if these dollars were built into a wall, this wall would be 475 miles long, two feet in thickness and six feet eight inches high.

The war cost the United States as much money as it cost to run the government from 1791 to 1914.

THE FIRST ARMISTICE DAY

The World War ended at 6 o'clock (Washington time and 11 o'clock Paris time) Monday morning, November 11, 1918, as agreed by the signing of the armistice by German representatives at midnight.

The news was cabled across the ocean. It was telephoned to the White House to President Wilson. The glad news was then given to the newspapers—to the world.

The people of the United States went wild with joy and thankfulness. Every celebration in the world's history pales before this pledging of peace, November 11, 1918.

It was victorious peace for the Allies!

The measure of rejoicing was in proportion to the majesty of the event. Business was abandoned; schools, banks, factories, offices—were closed.

The people poured into the street to give vent to their feelings, not in harmony of noise, perhaps, but in harmony of spirit.

Horns, bells, bands, American flags, speeches, parades, bonfires, whistles — all served as outlets for the feeling of the masses.

Mothers, fathers, sisters, sweethearts, marched the streets singing "Over There," "The Long, Long Trail," "The Star Spangled Banner," "America."

Tons of confetti were thrown about. Funeral corteges paid a joyous tribute to the most unpopular person in the world—the ex-kaiser of the German people. A coffin was carried along the street, but the mourners forgot their parts and shouted and yelled with unrestrained happiness.

It was a time when "all hearts beat together from one end of the country to the other."

All those who had done their share in winning the war in their work for the Red Cross, the Liberty Loans, the War Savings Stamps, went "over the top" once more in the madness of the joy of victorious peace—and soon the brave soldiers would be home again — those who had lived to see the fight through.

But it was not America only who celebrated the signing of the Armistice, but all the nations involved in the gigantic struggle with the Allies. Those nations on this November 11 will celebrate the signing of the Armistice with America.

"What we all thank God for with deepest gratitude," said President Wilson at the time, "is that our men went in force into the line of battle just at the critical moment when the fate of the whole world seemed to hang in the balance and threw fresh strength into the ranks of freedom in time to turn the whole tide and sweep of the fateful struggle—turn it once for all so that thenceforth it was back, back, back for their enemies — always back — never again forward."

Armistice Day has assumed its proper place now in the history of the world. It is a legal holiday in the United States and stands in the front rank with the Fourth of July. Armistice Day is a day of peace:

"Blest is this day, past any other day
The world has even known; yet must we pray
The world hereafter may so blessed be
Never another day like this to be."

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REMEMBERING DAY

All the soldiers marching along;
All the children singing a song;
All the flowers dewy and sweet;
All the flags hung out in the street;
Hearts that throb in a grateful way—
For this is our Remembering Day.

—Mary Wright Saunders.

THE LAND WHERE HATE SHOULD DIE

This is the land where hate should die—
No feuds of faith, no spleen of race,
No darkly brooding fear should try
Beneath our flag to find a place.
Lo! every people here has sent
Its sons to answer freedom's call,
Their lifeblood is the strong cement
That builds and binds the nation's wall.

This is the land where hate should die—
Though dear to me my faith and shrine,
I serve my country when I
Respect the creeds that are not mine.
He little loves his land who'd cast
Upon his neighbor's word a doubt,
Or cite the wrongs of ages past
From present rights to bar him out.

This is the land where hate should die—
This is the land where strife should cease,
Where foul, suspicious fear should fly
Before the light of love and peace.
Then let us purge from poisoned thought
That service to the state we give,
And so be worthy as we ought
Of this great land in which we live.

—Denis A. McCarthy.

OLD FLAG FOREVER

She's up there—Old Glory—where lightnings are sped;
She dazzles the nations with ripples of red;
And she'll wave for us living, or droop o'er us dead,—
The flag of our country forever!

She's up there—Old Glory—how bright the stars stream!
And the stripes like red signals of liberty gleam!
And we dare for her, living, or dream the last dream,
'Neath the flag of our country forever!

She's up there—Old Glory—no tyrant-dealt scars,
No blur on her brightness, no stain on her stars!
The brave blood of heroes hath crimsoned her bars,
She's the flag of our country forever!

—Frank J. Stanton.

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Martin J. Dupraw, youthful Gregg writer, and holder of the New York State Shorthand Championship, won the National Shorthand Reporters' Association World's Championship Cup at Omaha, Nebraska, on August 17. By transcribing the three championship tests with a total of but three errors, Mr. Dupraw established an accuracy record of 99.91 per cent perfect.

Charles L. Swem, World's Champion for 1923 and 1924, won second place with but ten errors.

By writing 3,445 words in fifteen minutes at speeds ranging from 198 to 258 words a minute, and transcribing their notes with but three and ten errors respectively, Mr. Dupraw and Mr. Swem set new marks for accuracy at these speeds.

Gregg Writer Wins Amateur Championship

Harvey Kittleman, a student in Gregg School, Chicago, won the Amateur Championship at 150 words a minute with but seven errors.

Harold Brandenberg, a Gregg writer, won first place in the professional event dictated at 150 words a minute with but two errors.

Helen W. Evans, Head of the Expert Department of Gregg School, Chicago, won certificates at 200 and 233 words a minute—the highest record ever made by a regular classroom teacher.

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Gregg Shorthand is the only system that has produced three world's champions in the contests of the National Shorthand Reporters' Association since these contests began in 1909, the championship cup having been won by Albert Schneider in 1921, by Mr. Swem in 1923 and 1924, and by Mr. Dupraw in 1925.

Mr. Schneider, who studied Gregg Shorthand in the New York High School of Commerce, is now a member of the shorthand reporting staff of United States Congress. Mr. Dupraw, who also studied Gregg Shorthand in the same school, is a student in New York University.

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THANKSGIVING DAY*

Ruth Thompson

The significance of Thanksgiving Day is brought before us each November as the year rolls around. At this time we bear in mind all that we personally have to be thankful for and we remember the causes that lay behind the festival for our forefathers, the Pilgrims, who celebrated the first Thanksgiving in America in 1621.

The word "pilgrim" means a wanderer or sojourner in a foreign country. The early settlers on the "wild New England shore" called themselves Pilgrims, because they had wandered far from their homes in England in search of religious freedom. The desire to worship God in their own way, instead of according to the dictates of a government, led a band of people from England to Holland and from Holland to America.

When the Pilgrims first settled in Holland they were happy and at peace. They could worship as they chose and that freedom was what they desired most. Ten years passed. The English children who were with their fathers and mothers in Holland began to be like the little Dutch children with whom they played. Their ideas of life were very similar to the Dutch in every way, and though the Hollanders were a kindly people, still the English parents did not wish their children to lose their English heritage.

It was evident that something must be done. Tales of the new world and a few English settlements there had reached the ears of the Pilgrims. They thought it would be the place for them to establish a home. America offered freedom and these sturdy people did not fear difficulties. They were very poor and it was a struggle to live no matter where they established homes.

The Pilgrims chartered two vessels, the Speedwell and the Mayflower, and bidding their good Dutch friends farewell, they started on a long voyage to their new home. But the Speedwell was not a seaworthy ship and could not make the trip. It was necessary to take her back and load all the passengers possible on the Mayflower.

The voyage on the Mayflower to America was very cold and uncomfortable. The ship was overcrowded. The food was poor and there were few comforts. Children found the trip tiresome, for they had no place to play and the constant tossing of the ship on the rough seas made many ill. A little baby was born, and because it was born on the ocean the people named it "Oceanus."

It took two months to reach the new country.

It was not a bright and beautiful land that greeted the Pilgrims. The month was November. It was cold and gray and barren. There was no grass. There were no flowers. Bare ground, sand and rocks were the cheerless view.

But the Pilgrims were dauntless. Courageously they made their plans. They must do everything for themselves, for the country was wild and uninhabited except for the Indians. They had come to their new home,

"Not as the conqueror comes,
They, the truehearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

"Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

"Amidst the storm they sang,
And the stars heard and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free."

The Pilgrims landed on Plymouth Rock in December, 1620.

Anchored on the rocky coast the Mayflower served as a home through the long winter months. The women and children stayed on the ship much of the time, but the men worked on land and returned to the ship at night. Under the leadership of Captain Miles Standish, the men found a site for a home. There was a stream which would serve for drinking water.

The men cut down trees.* They made a wide street and on each side built a row of houses. They built a little fort on the side of a hill, a church and a "common-house."

The first use for the common-house was as a hospital for the sick. The cold, the poor food, the unsatisfactory living conditions, all were hard for the brave settlers. One by one they were taken ill. Many of them died. The ones who were not ill nursed their sick friends. As soon as the house was finished the sick people were moved ashore. Before spring came more than half of the Pilgrims were dead. But this little band stayed bravely by its resolutions to settle in America, and when the Mayflower left on its return trip it did not carry with it a single Pilgrim.

The Pilgrims made friends with the Indians. One day an Indian walked into their village and spoke to them. They were frightened at first, but they were pleasantly surprised when he spoke to them in English. A welcome was given to the newcomers by Samoset, who had met Englishmen on the coast a few years before; by Squanto, who had been in England himself, and by the big chief of the tribe, Massasoit. The Indians taught the settlers how to plant corn and gave to them some seed.

Spring was the time for planting, and after the seed was in, how eagerly the growth of the crop was watched, for the people needed food! Perhaps even the lives of the settlers depended upon this crop. In order to live in the new country and have a prosperous settlement, it would be necessary to raise food.

October came and with it the ripening of a good crop. It was time to gather in the harvest. The people rejoiced and Governor Bradford, bearing in mind no doubt the harvest festivals in England, ordered a three-day celebration to be held. To this feast were bidden the Indian friends with their chief, Massasoit. In all, about ninety Indians came.

Great preparations were made. The men went to the woods hunting for ducks, wild geese and turkeys. The children gathered nuts and helped their mothers who prepared the food. The Indians arrived with five deer they had killed.

The weather was balmy and pleasant and the young women set long tables out under the trees, and there, for three days, the Pilgrims feasted and rejoiced and were thankful for the blessings that had come to them. They played games and had contests, and it was a happy time.

There was no religious service at this first Thanksgiving. Because of that fact some historians do not call it the first thanksgiving, for now thanksgiving is a religious festival and is proclaimed yearly by the President.

The year 1622 was one of hardship for the Pilgrims. Soon after the festival a ship, the "Fortune," arrived, but she brought with her a number of new settlers and no provisions for them. This meant the Pilgrims must feed them. More settlers came later and the crop in 1622 was poor. It filled the hearts of the people with sadness. Day by day through the winter the food grew scarcer. When spring came the seed was planted, but a drought set in and withered most of the growing plants.

So great was the distress that in July the Governor appointed a special day for fasting and prayer. For nine hours that day the Pilgrims went without food and prayed to God. To their great joy a large, dark cloud appeared in the sky. The next day a mild rain fell. The withered corn was revived. A few days later Captain Miles Standish returned from a trip and said that he had seen a ship at sea. Soon the Pilgrims saw the ship itself coming towards the coast. It was the "Anne" and aboard were not only provisions but the good friends the Pilgrims had been obliged to leave in Holland when the Speedwell broke down and could not make the trip.

Now, indeed, there was cause for rejoicing. A day was set aside by the Governor for giving thanks to God for these blessings and food was prepared. The Pilgrims went to church that day and then feasted together.

The thanksgiving in 1623 is counted the origin of our National Thanksgiving Day. Since the Civil War, when Abraham Lincoln began the custom of issuing an annual proclamation, the United States has set aside a day for religious observance. She is the only nation that has this special day for giving thanks for the blessings which she has received through the year.†

A SONG OF THANKSGIVING

On the morrow I must rise,
Firm of will, and clear of eyes;
Strong to bear the light of day,
Brave to lift my voice and say:
God, I thank Thee that I live;
Yea, for all that Thou dost give—
Joy and sorrow—blessing, pain,
Health and sickness, loss and gain,
Thank Thee for the power to see
E'en through tears Thy love for me;
Knowing that the goad, the scourge,
Doth my laggard spirit urge
Toward new heights—new realms of peace,
Where thou givest it release.
Haste thee then, Thanksgiving-morrow.
Draw the curtain, night of sorrow.

—Elizabeth Harbinson David.

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* Contrast between early hardships of the Pilgrims and those of California pioneers may be made. Material on California pioneers may be obtained from Elisha Brooks' "The Pioneer Mother," Harr Wagner Publishing Company, San Francisco, price $1.

† Governor Richardson's and President Coolidge's Thanksgiving proclamations should be read in the school room.

THE FIRST THANKSGIVING

Our first Thanksgiving long ago
  Was born on bleak New England strand;
Where 'cross the sullen wastes of snow
The chilling northwinds fierce did blow—
  Our Pilgrim Fathers' long sought land.

They came, that little band of God,
  With sturdy hearts, all unafraid,
When all the land was virgin sod,
When moose and deer and bison trod,
  Majestic through the forest glade.

They toiled with faithful heart and hand,
  If bright the day or darkness gloomed,
And God watched o'er the little band,
And Peace smiled fair throughout the land
  Till like a rose the desert bloomed.

Then came a time when far and wide,
  Fell parching night and lurid dawn,
When thirsty cattle drooped and died,
And Famine gaunt, stared, hollow eyed,
  While week by week the drought went on.

Then gathered they from hill and plain,
  The young and old, the youth and maid,
And knelt, beseeching God for rain,
To save their stock and golden grain—
  All day, from morn till night, they prayed.

And, as the evening shades drew nigh,
  And sank the sun, as red as blood,
They rose, and when they looked on high,
The clouds had gathered in the sky,
  And soon fell sweet, refreshing flood.

* * * * * *

The maize gave forth its hoarded gold;
  The kine knee deep in pasture stood;
And fair their proud possessions rolled,
Between the mighty rivers bold,
  All nature laughed in merry mood.

And when the bounty all did share,
  And golden crops were stored away,
Again they met and knelt in prayer,
And thanked God for the harvest fair—
  And this was first Thanksgiving Day!

—Virginia Cobbs.

THANKSGIVING KITCHEN SONG

Warm Thanksgiving fires are burning over all the land.
  Frosty winds are blowing down the streets;
Hungry little children by the kitchen tables stand,
  To look upon the good Thanksgiving sweets.
Mother, dear, we now are waiting—open wide the door;
  We have come to share the kitchen fun!
There's a pudding stuffed with raisins, and the turkey fills the pan;
  The pumpkin pie is yellow as the sun.
Upon the silver treasure-plate, we pile the purple fruit,
  And mother swings the heavy oven door;
The air is sweet with spicy things, the kettle hums a tune;
  The yellow sun is shining on the floor.
Warm Thanksgiving fires are burning over all the land,
  In the many kitchens there is cheer;
And we are happy thinking, as we watch the little clock,
  The hour of merry dinner time is near.

—Miriam Clark Potter.

SUGGESTIONS FOR THANKSGIVING DAY PROGRAM

1. **Stories to look up and write and tell to the class:**

The Puritan boys and girls in England.
Why they left home.
Life in Holland.
Why the Puritans came to America to live.
The country the Puritans found America to be.
The first year in America.
The first Thanksgiving.
The Indians.

2. **Our Thanksgiving Dinner:**

Name in order all the foods that are naturally enjoyed on Thanksgiving Day.

Tell where these foods came from. Each child may have a topic in this lesson. One may look up where the wheat for bread might have been grown; where might the coffee have come from? Where are cranberries, and celery and nuts, etc., grown? Where were the turkeys raised? Etc. A scrap book could be made called, "My Thanksgiving Dinner," which would have value as a geographical, picture and note book.

3. **PICTURE STUDY:**

Pictures will be found useful in studying costumes of the early settlers. George Henry Boughton has painted pictures of early New England life. "Katrina" and "A Dutch Ferry" illustrate the costumes of the Dutch people. "The Pilgrim Exiles," "Priscilla" and "Rose Standish" are interesting studies of the Puritan dress. His best-known picture is "Pilgrims Going to Church."

Children should study every available picture and then posters and blackboard designs may be made in decoration. Fruits, ships, Pilgrims, Indians, turkeys, log cabins, all are suggestive of what can be done.

4. **Thankful Charts:**

Children may make charts wherein they picture things they have for which they are grateful. On these charts, which will of course be original, might appear, a baby sister, father, mother, grandmother or other members of the family or friends; a radio, an automobile; food, home, coaster or other playthings; book, school, or whatever the children feel particularly thankful in possessing. Conditions of modern life, such as electric lights, cars, pavement on streets, police protection, etc., as contrasted with the lack of such things in the days of the Puritans would make an interesting poster or scrap book.

THE PUMPKIN

Oh, golden pumpkin, big and round,
  Thanksgiving's here once more!
In flaky crust you will be found,
  As you have been before,
And when I go to grandma's, I
Shall feast, of course, on pumpkin-pie.

But it is not for pie alone
  That you are used, I know,
For as a chariot you shone
  A long, long time ago;
Poor Cinderella would have stayed
At home without the coach you made.

And there was "Peter, Peter," too,
  Who had a restless wife,
He put her right inside of you,
  And then had no more strife;
She must have liked it, strange to tell,
"For there he kept her very well."

And, golden pumpkin big and bright,
  I quite forgot to say
How you, as Jack-o'Lantern, light
  The children on their way
On Hallowe'en—what would we do
Without such useful things as you.

—Grace McKinstry.

THANKSGIVING

The roar of the world is in my ears.
  Thank God for the roar of the world!
Thank God for the mighty tide of fears
  Against me always hurled!

Thank God for the bitter and ceaseless strife,
  And the sting of His chastening rod!
Thank God for the stress and the pain of life,
  And Oh, thank God for God!

—Joyce Kilmer.

THANKSGIVING

First Pupil:
"Have you gathered the wheat in the blowing fields,
The barley, the oats, and the nodding rye,
The golden corn and the pearly rice?
For the winter days draw nigh."

Second Pupil:
"We have reaped them all from shore to shore,
And the grain is safe on the threshing floor."

Third Pupil:
"Have you gathered the berries from the vine,
And the fruit from the orchard trees?
The dew and the scent from the roses and thyme,
In the hive of the honey bees?"

Fourth Pupil:
"The peach and the plum and the apple are ours,
And the honey comb from the scented flowers."

Fifth Pupil:
"The wealth of the snowy cotton field
And the gift of the sugar cane,
The savory herb and the nourishing root—
There has been nothing given in vain."

Sixth Pupil:
"We have gathered the harvest from shore to shore,
And the measure is full and brimming o'er."

ALL:
"Then lift up the head with a song!
And lift up the hand with a gift!
To the ancient Giver of all
The spirit of gratitude lift!
For the joy and the promise of spring,
For the hay and the clover sweet,
The barley, the rye and the oats,
The rice and the corn and the wheat,
The cotton and sugar and fruit,
The flowers and the fine honey-comb,
The country so fair and so free,
The blessings and glory of home."

—Amelia E. Barr.

(From "Pieces for Every Day the Schools Celebrate," by Deming and Bemis. Published by Noble and Noble, New York City.)

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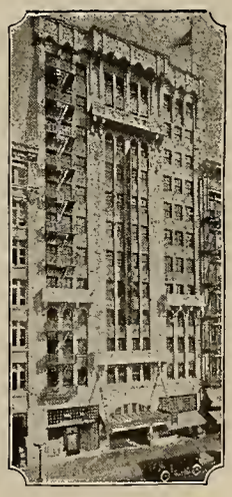

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SPECIALIST—EXTRACTIONS; CROWN; SELF CLEANING BRIDGES
PORCELAIN WORK AND ROOFLESS PLATES

The Annual Convention of County, City and District Superintendents, Pasadena, California, October 14-16, 1925

Editorial Review by Harr Wagner

Above the Arroyo, surrounded by beautiful trees, magnificent residences, wide boulevards with open spaces for the Knights of the Roaring Road, stood the quaint hotel where parked the convention. Superintendents listened in or broadcasted problems, projects, courses of study, teacher training, etc. Education was not stressed in the simple elements of air, land and water, but in problems of curricula, illiterates, objectives; not in the six senses and the joy of living, but in the complex of better living, higher ideals, vocational guidance and responsibility and obedience to laws, good or bad. There were flashes of wit and humor among the county superintendents, but with the exception of Superintendent Albee of Eureka, the city superintendents were tremendously serious, even in the lobby.

John Franklin West of Pasadena not only gave a splendid address of welcome, but he was a charming host during the entire week. City Superintendent Roy Cloud of Redwood City gave an appropriate response. Will C. Wood then gave the opening address, which was a strong, vigorous, virile, eloquent presentation of California's educational program. Health education in the schools was discussed by Superintendent A. R. Clifton, C. E. Teach and Miss Ethel Perrin.

In the afternoon Dr. George C. Kyte, associate director of the California Curriculum Research, spoke on the "Program of the California Curriculum Study." The address was of unusual interest and the sureness and clearness of vision of Dr. Kyte will make the work of the California Research Committee of great importance and will bring about epoch - making changes. Mrs. Hugh Bradford, the very efficient president of California Congress of Parent Teachers' Association, gave an excellent address. Mrs. Bradford as a member of the Sacramento County Board of Education is closely allied with the public school system and has succeeded in increasing the co-operation of schools and parent-teachers' organizations.

The first day closed with an address by Mrs. Mabel Farrington Gifford of the state officers on "Speech Defects." Tuesday morning City Superintendent J. A. Cranston of Santa Ana presided. Miss Ethel Richardson spoke on "Adult Education." William John Cooper of Fresno and Walter Bachrodt of San Jose, two of the big, outstanding men of the state who are putting over real educational programs, the one at Fresno and the other at San Jose, gave interest to the discussion by their speeches. Miss Drake of Pasadena spoke on "Adult Education in the Library," and C. L. Geer, in point of emphasis, in clearness of statement and control of voice, illustrated splendidly "The delight and power of speech." We should like to hear him on an occasion where the time, place and opporunity were right for oratory, and we venture the prediction that he would "get across." Mr. Geer must have had a teacher in his school days who made him recite on Friday afternoon. It is a pleasure to hear a superintendent who can speak at a convention so that the audience do not have ear strain.

Tuesday afternoon Dr. E. P. Clark spoke on the work of the State Board of Education in adoption of text books, pensions, and paid a wonderful tribute to Mamie Lang, Commissioner of Elementary Schools. Mrs. Cheney, Mr. Farris, Mrs. Snell and Superintendent Chaney discussed the "Supply and Distribution of Teachers," and gave many interesting statistics. Dr. W. H. Hughes, Superintendent Wheelock and Superintendent Whaley discussed "Trait Measurements and Their Practical Uses," and Nicholas Ricciardi spoke on vocational education, closing with a poetic tribute on "Building a Man."

Wednesday was visiting day. The superintendents visited the schools of Los Angeles, Pasadena, Mt. Wilson and various institutions and places of interest. In the evening Dr. Millikan, who was given the Nobel prize for special work as a scientist, author of Millikan and Gale Physics, spoke on the Problem of Science Teaching in Secondary Schools. He hit hard at general science and also at California's rules and regulations for the certification of science teachers. Dr. Millikan held the close attention of all of his audience.

W. G. Paden of Alameda presided Thursday morning in the City Superintendents' Section. The speakers were John F. West, T. S. McQuiddy, Karl Adams, Roy Cloud, McCall Aldrich, W. J. Cooper, H. B. Wilson, J. M. Gwinn, A. C. Olney, F. L. Martin and W. L. Stephens. The principal topic discussed was the Junior High School. Superintendent Stephens was so clear in his statement, so comprehensive in his treatment of the subject, that there were many favorable comments on his address.

Superintendent Roy Good presided in County Superintendents' Section. Miss Taft spoke on "Scientific Temperance." Dr. Kyte gave a very interesting recital of his research work in the rural schools, and the daily program of one-teacher schools. Superintendent Clark of Sonoma county gave an interesting account of the many new and progressive things the schools are doing in her county. It certainly entitles Sonoma county to be placed in the first rank of counties that are on the educational map of the state.

David E. Martin of Alameda county gave a vigorous, humorous, common-sense address on "Course of Study in Rural Schools" that was generously applauded. Superintendent W. H. Hanlon of Contra Costa county, who has put across a successful educational program in his county, spoke on the classification and promotion of pupils. His work is based on research, on testing, on scientific processes. Superintendent Hanlon was listened to with close attention because his educational program in the rural schools has attracted the favorable attention of educators not only in California but elsewhere. Superintendent Joseph Hancock of Santa Clara, generously gave his time to Superintendent Hanlon, as also did Superintendent Bessac of San Joaquin.

Superintendent Chenoweth, who always speaks on first hand knowledge, Arthur Pope and Miss Garden discussed "Problems of Child Accounting in Rural Schools."

Superintendent Ansel Williams presided Thursday afternoon. L. L. Hill spoke on "Project Work in California History." His reference to the first settlers of Pasadena, South Pasadena and various places, and linking the local history with the historical characters and events of the Atlantic Coast, proved highly interesting. Horace Rebok spoke on the "Objectives of the Society for the Study of Secondary Education," which under his direction will be one of the great educational movements of the next few years. Dr. E. C. Moore, in "What Is It All About?" spoke of an education for life as represented by a picture showing figures representing Philosophy, Art, Music, Science, etc., pouring their treasures into a fountain. He was asked to write an inscription that would be typical and represent the work of art in a single sentence, hence "What Is It All About?"

Superintendent Susan M. Dorsey, Fred M. Hunter and H. W. Jones spoke on "Problems of Character Training." Superintendent Bachrodt, like Superintendent Hughes of Sacramento, brought with him the president of the Board of Education, and Mr. Allen spoke on the important subject of "The Responsibility of the School for Teaching Obedience to Law."

Superintendent C. C. Hughes presided on Friday morning. It proved to be a great session. It was especially great because it revealed to superintendents that a new and big personality in education had come among us. President Ralph W. Swetman on the "Problem of Teacher Training" made a remarkable speech. It was not a great subject. The audience was not a large one. The speech was remarkable in its clearness of vision, in its cleverness

(Continued on page 13)

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JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

E. J. Hummel is the new district superintendent of the Beverly Hills grammar schools. Mr. Hummel comes to Beverly Hills from Santa Ana, where during the last four years he taught in the Santa Ana High and Junior College.

Robert E. Munsey has been appointed physical director of the entire Santa Monica school system. This is the first time such a position has existed in Santa Monica. Mr. Munsey will also co-operate in community service.

Santa Monica city schools under Superintendent F. F. Martin are planning a large amount of curriculum development work for the current year, especially in the junior and senior high schools. Mr. Martin has just established the platoon system in the McKinley school. The new Madison school is to be used as a departmental school for fifth and sixth grades. Mr. Martin is hiring as many men as possible as teachers in the elementary grades. This year all the playgrounds are being macadamized and fences are being built around the grounds at all elementary schools.

M. A. Gauer, the new superintendent of Anaheim grammar schools, has his schools running in excellent shape.

O. F. Munson, district superintendent of the Hawthorne schools, has an enrollment of 1250 this year. Last year the Hawthorne schools enrolled 950 pupils. Mr. Munson came to Hawthorne from the Perris high school. Previously Mr. Munson was superintendent of schools at Rock Springs, Wyoming.

Miss Elga M. Shearer, director of elementary grades of the Long Beach city schools, is doing extensive curriculum building this year with the aid of various committees.

A visit to an arithmetic class or a business English class of Ralph E. Oliver, head of the commercial department of the Long Beach high school, would be an eye-opener to many a business man who is now decrying our public schools. We should advise any such to visit Mr. Oliver's classes and try to keep up with the youngsters.

Porterville high school, of which W. A. Ferguson is principal, has enrolled 640 students this year.

William John Cooper, superintendent of Fresno city schools, has moved into new offices in the Hawthorne school, Fresno. Commodious business offices have been arranged in the same building for the business manager, Mr. Smith.

In the new Heaton school, Fresno, Superintendent William John Cooper has included several distinctive new features, one of which has been that of having play corridors both on the first and second floors. The second floor corridor is 36x90 feet and here kindergarten and much of the physical training will be given. The building has eight rooms and is costing $65,000. It has a pleasing exterior with brick laid in patterns and decorations of cast stone. The building was named for Thomas Heaton, who was principal of the high school and supervisor of the grades in 1889, and according to the records the first city superintendent of schools of Fresno.

Pasadena Junior College this year has an enrollment of 450 students.

O. S. Hubbard, district superintendent of Madera grammar schools, has 1100 children and four schools under his care. A new school, the Luther Burbank, has just been completed at a cost of $30,000.

The new $60,000 Hughson grammar school has been rushed to completion in record time. A. D. Schneider, district superintendent of Hughson, is expecting to house most of his 425 pupils in the twelve-room building. It is built of brick, is of two stories and is a very compact and imposing structure. The floors are of hardwood, the corridors are covered with battleship linoleum, heat is electrical and is secured from Baffle Plate Radiators; there are electric clocks, administrators' offices, a library and all modern conveniences of an up-to-date school.

J. William Gastrich, superintendent of Compton grammar schools, is expecting to have his teachers make a course of study for the Compton grammar schools by the first of the year. The adoption of a city charter in Compton had removed the necessity of following the Los Angeles county course absolutely.

J. W. Bixby, district superintendent of Patterson grammar schools, in his physical education has been very successful in developing good baseball teams.

R. B. Haydock, district superintendent of Oxnard grammar schools, has his pupils all housed in new up-to-date grammar school buildings.

George C. Bush, city superintendent of South Pasadena schools, expects in the near future to be housed in a new $25,000 administration building. The new $160,000 academic building will be occupied within six weeks.

Forrest V. Routt, superintendent Alhambra schools, has charge of eight grammar schools and one high school.

S. H. Thompson, superintendent Whittier grammar schools, places the thrift report of his schools in the Whittier city schools directory along with the financial report.

Venice has voted to join Los Angeles City. In W. C. Conrad, superintendent of Venice grammar schools, Los Angeles will acquire an able educator and executive.

New Professional Books

THE MATERIALS OF READING—Uhl.
A comprehensive summary of all recent investigations in regard to children's reading, which aims to facilitate the selection and organization of courses of study in reading and literature for the elementary and high school grades.

PRINCIPLES OF SECONDARY EDUCATION—Uhl.
A compilation of the most helpful and pertinent articles on this subject which leading educators in this field have written in recent years. Much of this literature has previously appeared in educational magazines only, and is now for the first time available for instructional purposes.

MODERN METHODS IN TEACHING—Wilson, Kyte and Lull.
Provides the teacher with a definite, working, modern philosophy of Education, discusses the larger problems which confront the classroom teacher, and likewise deals with the more or less mechanical phases of teaching.

LISTENING LESSONS IN MUSIC—Fryberger.
The long-awaited revision and amplification of the first text on this subject which has consistently maintained its place in the affections of every teacher because of definite pedagogy, superior lesson plans, inspirational presentation, and unprejudiced and comprehensive content.

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SPEAKING OF THIS AND THAT

By William McAndrew

Superintendent of Schools, Chicago, Ill.
(Extracts from article published September, 1925, in The Chicago Schools Journal)

There is a curious psychology connected with decorating the school room. Some rooms show an evident intent of the teacher to produce the effect which we are told decorations in rooms we are much in should produce. That is, a soothing, rather than a stimulating, atmosphere. There are three or four good pictures placed with care. There are no mussy papers stuck up here and there. The eye is not distracted or bewildered. In several of our schools the whole building, room after room, seems to have this idea. Maybe the principal discusses it at teachers' meetings.

Frequently, however, you find rooms that give you the fidgets. There are children's color work, cuttings from soap advertisements, penmanship charts, bluebirds, everywhere. It is jazz decoration. Rather a pity, it is, I think, that my lady wouldn't motivate herself before she stick up these things. She could decorate with a purpose. Unfortunate it is that after she does litter the walls she doesn't study the effect upon herself and on her school family. These decorations in some rooms are mere slang—pictorial slang, displays not found among refined people. Children's drawings and color work are hung up to show what has been done, but bless your heart, they are not soothing nor educative, nor fit to be kept up more than a day or two. We wouldn't attempt to form our children's literary taste by reading to them children's written compositions. Herbert Adams, the sculptor, says one masterpiece in the front room, changed once a month, the walls being simple, in soothing color, is the best thing for the children. Wouldn't it be rather interesting to get Mrs. Tieken of the Public School Art Society, or Mr. Harshe of the Art Institute, or Mr. Taft of the U. S. A. to take a real schoolroom and put it into the best style of interior finish and adornment known to man, or to woman, and to invite us all to come to a tea party in it, giving us an expert talk about the influence of surroundings on our minds and nerves?

I wonder what they would do with the blackboards? Could we have lambrequins, portieres, curtains on brass rods? Whew! Wouldn't the dust fly when one drew the veil? Some sort of sliding panels in which the children couldn't get their fingers pinched might do. Maybe the future school builder, who is a mental hygieist, will wake up to the fact that to put sensitive souls into a room five hours a day, surrounded by black walls, may be the culture of gloom. We have a lady principal who utters distressing sounds at short periods during the school year announcing that her teachers are unhappy. The wise ones say she should coax them to look at blackboards less and at smiling faces more. Pink is the most cheerful of all the colors. Many children are pink. It really would be worth while to try in that school equipping a room with delicate peach-colored slate boards on which the children can add and prove with lavender chalk. Don't laugh. Some principals in France claim to have discovered remarkable curative properties of certain colored surroundings.

While we are talking about beautifying the schoolroom we ought to say something as to the ornament on which the eyes of the children are bent more frequently than upon anything else; my lady herself. Did you read those ridiculous allegations, one Chicago newspaper saying that I remarked you wore your skirts too long; another asserting that I said you wore them too short? All, like the skirts themselves, made out of the whole cloth. But now that the matter of clothing has been thrust upon us, what is in it?

If you really owned the schools and had to run them on an efficient basis, how would you want your working staff clothed? Better or worse or just as good as the banks or the high-grade department stores require? There are schools in which the teachers dress for their work as if they had a pride in being connected with a first class institution. There are teachers who seem to use the classroom as a place in which to wear out their old clothes.

Why is it that if we were employed by a theatrical company or a hospital or a first class restaurant the managers would insist upon our dressing for the part? Apparently it is because they want to please the customers. Do you know of any service that ought to strive more than ours to please its customers? There are many who remark that our business does not command the respect that it should. They cite that the measure of respect for us as shown in financial form is low. Education is the most vital of all public works, but not the most highly paid. They tell us sometimes that we do not look to be worth more than we are getting. Those cities which have secured a more adequate reward for teaching service are the ones in which the teachers have more decidedly looked to be worth it. If we protest that we cannot afford to look well on the wages paid, we may reason correctly, but we continue to offer visible argument against higher pay. It is a cruel situation, but the wicked human mind works that way. The shabby agent who urges you to invest with his company because he needs to live better doesn't get very far. The dapper salesmen who start a new business and impress you with the evidence of prosperity upon their persons are the ones who get the trade. Isn't it wicked? To him that hath shall be given. If we exhibit evidences of belonging to a high-grade, going concern, we more quickly and surely get the concern upon a going basis and more nearly satisfy the customers in their more generous payment for the service. The sooner the service is well paid the sooner the workers are able to reach a point of being able to keep themselves fit. Fitness in teaching depends upon the refreshment that comes from travel, recreation, and consciousness of looking as respectable as other men and women who are engaged in prosperous business.

The psychologists tell us that a well-dressed teacher teaches better than a dowdy one. We are no different in this respect from other workers. If the manager sends you out to collect payment of bills, you take care to dress attractively. If a banker goes to effect an important loan he spruces up. If a woman essays to make a hit upon the concert stage she is beautifully gowned. Before the messenger goes through the train to announce, "first call for dinner in the dining car," the waiters are lined up and inspected. In military service the officer's daily scrutiny of the appearance of the men is given the importance of a ceremony. These folks are dressed to kill. We, whose mission it is to bring life, are by so much shirkers, evaders, pretenders, as we fail to be so presentable as first class business people.. I heard the other day of a North Side teacher who was in mourning for her dead mother, but who wore no black in school. There's a gentlewoman for you who respects her calling. She realizes that school is as important as a comic-opera chorus, in which no one would be allowed to wear mourning. To impose the signs of her sorrow day after day upon her young audience seems to her an impertinence.

If you ever heard Miss Meriel Willard give her talk upon the dress of business women, you may remember a suggestion which appears to have common sense in it. It is that if a woman cannot afford both a pleasing party gown and an attractive business costume she will get the most value by putting her money into the working suit. For she'll spend more time in that than in the other and get a larger amount of the joy of life.

The other day a school man was saying that it would take a great deal of courage to discuss the personal appearance of teachers. That all depends. If one were urging better looking teachers in a school system notoriously careless it might take courage to do it. But when the appearance of a corps is generally superior no one need be afraid of telling the few unawakened ones to study the styles.

It seems rather odd to hear a man talking about women's clothes. Very well; let's talk about the appearance of the men. Away back in 1847 one of the first American books on teaching, Page's **Theory and Practice**, had to admonish the school masters to brush their clothes, wash their teeth, and avoid cleaning their nails in public. If you talk about the slowness of our profession to gain public esteem, I'm ready to wager you that the retardation has not been so much on account of the slovenly teaching as it has been due to ungroomed appearance of teachers. School board

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members—they hold the purse strings—have little opportunity to know how good or how poor you are at giving out lessons, but they can see whether you look worth your pay or not. As a principal of a school, it is as much my duty to see that myself and my staff present a good visible aspect as it is the obligation of a naval captain, a military colonel, a hospital manager, or the proprietor of a high grade mercantile establishment to keep up appearances. In rating the efficiency of teachers the personal appearance of the worker is too important a factor to be neglected. Behavior is so largely influenced by outward signs, the advancement of a service depends so much on the opinion of those who view us, that we are entitled to the prestige coming to people who look as though we amount to a good deal. Just now our business needs to guard its investments. To put money honestly where it will do the most good is sound policy as well as personal patriotism. Let us not go contrary to an almost universal fact.

William T. Lopp, for many years in charge of the work of the U. S. Bureau of Education in Alaska, recently received the degree of doctor of laws from his alma mater, Hanover College. This degree was conferred in recognition of services rendered by Lopp to the cause of education and to the general advancement of society.

NATURE SUPERVISOR WRITES FOR SCHOOL READERS

Roland Case Ross, assistant supervisor of the nature study department of the Los Angeles city schools, has contributed four nature stories for Book V of the MODERN SCHOOL READERS by Ruth Thompson and H. B. Wilson, superintendent of the Berkeley schools. The titles of the stories written by the nature supervisor are: How Plants Travel; Nothing But Sand; Who Likes To Fight? and, How Wise Are Squirrels! Though they are factual material the stories are written in a charming style. Book V is in course of preparation, as Book IV is just off the press.

Ross added to his store of experience and knowledge this summer by his trips and nature studies. The Pasadena Star-News recently said of him:

"Rapidly vanishing species of the sage hen and antelope were the objects of an intensive two weeks' study carried on in the Lassen Peak region of California by Roland Case Ross, well known Pasadena naturalist and lecturer, who has recently returned to his home in this city after spending much time also at Yosemite National Park.

"Mr. Ross is widely regarded as an authority on natural history and has been associated with other prominent nature study experts at Yosemite in developing an interesting program of lectures, hikes and other features pertaining to the study of natural wild life in that section.

"The work is carried on under United States government supervision at the new $75,000 museum, recently erected in the valley and is popularly received by the many tourists and visitors who come to the national park each year. Mr. Ross is a frequent contributor to The Star-News on nature subjects."

Russell H. Yankie of the University Publishing Company has arrived from the East to establish permanent offices in California. He will represent the company, traveling through the Western States, with a good line of school texts and an educational magazine.

Brea is expecting to vote $320,000 worth of bonds for a new high school site and plant.

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TENNIS CHAMPION WINS WORLD'S SHORTHAND CHAMPIONSHIP

As swiftly as he wielded the tennis racket and smashed his way to championship honors in the Municipal Tennis Championship Doubles in New York City last week, so swiftly did young Martin Dupraw wield his trusty fountain pen and write his way to fame as the World's Champion Shorthand Writer at Omaha, on August 17. He wrote against a more formidable array of professional shorthand writers than ever before did battle for the world's championship. But it was a case of youth prevailing and in this it reminded us of young Bobby Jones' early rise in the golf world and of that promising young swimmer, Miss Gertrude Ederle's winning battle against the sea from the Battery to Sandy Hook. Young blood will tell.

Mr. Dupraw studied Gregg Shorthand in the High School of Commerce, New York City, and is now a student at New York University. He astonished the judges of the contest at the National Shorthand Reporters' Association convention when he turned in the three championship transcripts with but three errors. This is a world's record; never before in the history of shorthand contests has there been any approach to such remarkable work.

The championship tests were read at 198 words a minute on literary matter, 233 words a minute on a Judge's Charge to the Jury, 258 words a minute on Testimony, each for five minutes' duration. Mr. Dupraw made but one error on each test. His nearest competitor was Mr. Charles L. Swem, who won the championship last year and the previous year and who was President Wilson's personal stenographer and official reporter. Mr. Swem made four, five and one errors respectively on the three tests. Pitted against Mr. Dupraw also was the cream of the shorthand reporting profession, including Mr. Nathan Behrin, former world's shorthand champion, who made a total of thirty-eight errors on the three tests, and Mr. Solomon Powsner, a promising contestant for several years, who made seven, eight and five errors respectively on the tests.

Young Dupraw began his escapades into the realm of shorthand contests a couple of years ago at the mature age of seventeen! The old-timers, some of whose shorthand experience dates back to years before this youngster was born, were forced to take notice of him for he was neck and neck with them at the finish of the 1923 contest. Last year at Buffalo he won the New York State Shorthand Championship in competition with the best reporters of the state, including Mr. Behrin, the former world's champion.

SCHOOL BOY GIVEN NEWSPAPER JOB

Abbondio Andreani, a Berkeley school boy who this fall entered the Burbank Junior High School, and who recently had some stories appear in the Creative Education department of The Western Journal of Education, has a job on a newspaper, he writes his former teacher, Miss Cecelia McCarthy of Berkeley. "I have won second prize again in the big rip snortin' Detective Story Contest, and my drawings were so good I was made a Staff Artist, the highest honors the Post Enquirer can render to a youngster. To become a staff artist I had to draw my very, very best, now for my best pictures I get a dollar instead of an ordinary prize. My photograph will soon be printed in the paper."

Abbondio's picture and a drawing were in the paper. He is only thirteen years old but shows great promise, both as an artist and a writer. The latter work is that which interests him the most. Abbondio has gotten inspiration and constant encouragement from Miss McCarthy and it was she to whom he wrote immediately after receiving his appointment.

ADVERTISEMENT

BIDS WANTED FOR TEXTBOOKS IN GEOGRAPHY

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbooks, as follows:

Lower elementary and advanced geographies for the elementary schools as follows:

Geographical material for all grades above the fourth grade of the elementary schools.

Manuscript or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 11, 1926.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in geography," may be submitted on or before the hour of 4 o'clock p. m., January 11, 1926.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
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WILL C. WOOD, Secretary.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, OCTOBER 5-10, 1925

The State Board of Education met in regular quarterly session in Sacramento, California, October 5, 1925.

The board held a conference with the commissioners of education and the critic readers concerning the adoption of a geography text for the fifth and sixth grades. Representatives of publishers who had submitted texts for the fifth and sixth grades in response to the board's advertisement for bids, were also heard. The commissioners and critic readers were in favor of the one-cycle plan. The contract for the seventh and eighth grade geography will expire on July 1, 1926. The board therefore adopted the following resolution:

"Whereas, it is the desire of the board to work out a plan for the better unification of the course of study in geography in the state in harmony with the so-called one-cycle plan.

Resolved, That all bids submitted for geographies be rejected and that the board advertise for bids to be received at the January meeting for geography material for the elementary schools for all grades above the fourth grade, the bids to be received on or before the eleventh day of January, 1926.

Resolved, further, that the contracts shall be effective July 1, 1926.

Representatives of publishers and authors of shorthand texts were given a hearing on Thursday afternoon. Action on the matter was deferred until the January meeting of the board, when several of the texts in shorthand now in use will come up for relisting.

The teaching credential of C. E. Akers was revoked on account of immoral and unprofessional conduct.

The teaching credential of Harold M. Mabrey was revoked on the recommendation of the San Joaquin County board of education.

SUPERINTENDENTS' CONVENTION

(Continued from page 8)

of statement, in appeal to common sense, in its absence of pedagese philosophy. Superintendents Landis, Walter, Richmond and Sherwood engaged in an effective discussion of the subject. Dr. Kemp gave a technical talk on work of his department on High School Teacher Training. Superintendent Cross of Santa Rosa gave some wholesome and vigorous criticism of our high school teacher training. Mamie Lang gave an interesting, live-wire, five-minute talk on "A Program of Measuring in the Elementary Schools," with special emphasis on the fact that teachers should know what they want before they ask for it, or words to that effect. Roy Good and A. A. Brierly contributed to the discussion.

Superintendent Edwards presided at the closing session Friday afternoon. Dr. Kyte, De Witt Montgomery and H. G. Clement discussed "Adaption of Course of Study to Conform to New Laws."

Mark Keppel, Irene Burns and A. G. Elmore discussed "What Amendment Sixteen Has Done for the Schools."

Under miscellaneous business Mark Keppel gave an interesting report on school legislation. William John Cooper, chairman of the committee on resolutions, then read the report. It included reference to the deaths of James A. Barr, George Sackett, Duncan Mackinon, E. Morris Cox and others. The committee especially commended John Franklin West, the Pasadena people, the hotel and the California Educational Program in its various phases. The resolution speaking of Will C. Wood remaining on his job at a financial sacrifice, and of being the outstanding educational leader of not only California, but of the United States, was received with great applause. Adjourned.

The bookmen contributed their share to the social interest and even prestige of the convention. Among those present were Selden C. Smith, J. A. Rice, "Jim" Tuttle, Mrs. F. E. Raymond, Miss Adams, Mr. Jones, Mr. Fred T.. Moore, Mr.. Chilcote, Mr. Scott, Mr. Morehouse, Mr. Belford, Mr. Beers, W. C. Harper, Leroy Armstrong, Mr. Hamilton, Mr. Baker, Mr. Laidlaw, Mr. Allen, Mr. Loomis, W. M. Culp, Morris Wagner, Harr Wagner.

NOTES

Expressions of sympathy were wired Arthur Chamberlain, who was injured several months ago in an automobile accident. Expression of good fellowship was also wired to Job Wood at Monterey.

Mark Keppel received many expressions of sympathy on account of carrying his right arm in a sling, due to an automobile accident.

Pansy Abbott of San Mateo county, successor of Roy Cloud, was the latest addition to the ranks of the county superintendents.

Beulah Hartman of San Bernardino county, Esta Aulman of Tulare, Mrs. Minnie Gray of Sutter, Mrs. Ward of Shasta, were among the popular ladies at the Bookman's Dance on Monday evening.

The rural supervisors were an interesting addition to the superintendents' convention.

The county and city and district superintendents attended all the sessions. There were very few who did not attend the sessions faithfully.

Miss Helen Vogelson, the Los Angeles County Librarian, was an interested listener at several sessions of the convention. Miss Vogelson has the management of the largest free county library service in the world.

Margaret Livingstone of the Free County Library of Orange county was a guest of the convention and interested in the educational work of the superintendents.

G. P. Morgan, superintendent of Tuolumne county, was the oldest man in point of service as superintendent at the convention. His election term after term is due to his jovial good humor, his excellent service to the isolated schools of his county, and to his youthful spirit and educational enthusiasm.

Dan White of Solano county, although young in years and spirit, has served as superintendent in his county for many years. His record in point of service is next to that of G. P. Morgan. Solano county, under Dan White, has held a high rank in county library service, in supervision, in special emphasis on the essentials of school work.

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My first recollection of Charles H. Camper, city superintendent of Chico schools, was playing whist with him and Mrs. Camper at the old Hughes Hotel in Fresno when T. J. Kirk called the annual convention in his home town. Mr. Camper has the honor to hold the record of serving longer in one city than any other city superintendent in California. The schools of Chico have always been progressive under his administration.

All applicants for teachers' certificates in Wyoming must pass an examination on the Constitution of the United States and of the state of Wyoming.

WESTERN SCHOOL NEWS

The Pasadena Board of Education has purchased two lots for future use. The schools are growing so rapidly that the board is looking forward as the opportunity of a good purchase presents itself.

The four-room addition to the Claremont grammar school was completed by the opening of school last month. Work approximating $21,000 has been completed on the school and now the entire building is to be painted.

The corner-stone for the Phineas Banning high school was laid in Wilmington recently. Mrs. Susan M. Dorsey, Los Angeles city superintendent of schools, assisted at the ceremonies. The school is named for the founder of the town of Wilmington.

A bond issue of $1,800,000 is to be voted upon by the people of Fresno in the November election. Both high and grammar schools are to benefit by the use of the fund.

Plans have been made in Santa Clara county schools for the use of tests and meetings of principals and supervisors are being held at the office of County Superintendent J. E. Hancock. Miss Cecelia Carmichael is directing the testing work.

The fifth annual exhibit of the schools of San Diego county, where Ada Yorke is superintendent, was held during the month of September. The exhibit was in charge of Katherine Morris, art teacher in the county, and J. G. Imel, field assistant. Art, domestic science, manual training, nature study, commercial and vocational training work were featured. Sixty of the county schools sent in handwork displays. One of the features of the display was the work which won the prize at the State Fair in Sacramento this summer.

San Francisco's school building program for the eighteen months to end June 30, 1926, will include the completion of a total of 36 school buildings at a cost of $13,000,000, according to the city board of education. Meeting as a building committee the board recently approved an estimated expenditure of $1,000,000 between now and next June on school building additions to six and possibly ten existing schools.

Claremont, Calif.—Pomona College sent its fourth graduate to the International College in Smyrna this month when Frank Woodruff, B. A., '25, sailed for the Near East, where he will have charge of all college athletics for a period of three years. Cass Reed, a graduate of Pomona College, is president of the institution. Ray Moreman and Jacob Bassler, two other Pomona men, have returned from work at the college with the former now enrolled in Union Theological Seminary, where he is president of the student body.

Claremont, Calif. — The entire Franz Rickaby collection of books and original ballads have been donated to the Pomona College library. Professor Rickaby died last year just as a number of his ballads were being published by the Harvard University Press.

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Twenty-three school buildings are in different stages of completion in San Francisco. For some preliminary plans have been made while others are almost completed and ready for occupancy.

Ninety-three teachers, representing thirty-four territorial schools, attended the Alaskan school institute held recently in Juneau, Alaska. Lester D. Henderson is commissioner of education in the northern territory.

The San Diego Sun devotes a page each Saturday during the school year to school work. Both city and county children contribute many of the articles which appear. A "point" system has been established and in February and June checks are sent to all point winners at the rate of $1 for each 100 points or fraction thereof. Standings of the point winners and the schools they attend are printed from time to time.

SPECIAL POLICY OFFERED

An unusual form of protection is being offered the teachers in the shape of a hospital-surgical expense policy which is designed to pay not only hospital bills but surgeons' operation fees and graduate nurse fees. The graduate nurse fees is paid also if the teacher elects to remain at home. It is stated by Mr. B. J. Sullivan and Mr. J. C. Leslie, brokers specializing in this form of protection, that it pays for everything except self-inflicted injuries, alcoholism, drugs and childbirth, which means that it pays for tuberculosis, mental and nervous diseases. It is possible in this case to go to a sanitarium if you so desire.

The company issuing this policy is one of the largest in the world, the Maryland Casualty Company, who are rated as having 33 million dollars in assets and operate here in San Francisco through their own branch office.

Mr. Sullivan has quoted some statistics which are to the effect that last year approximately 10 per cent of the population of San Francisco and Oakland passed through the hospitals of the two cities and that 82 per cent were in there for operations. He estimates the cost to the patients at a minimum of 22 million dollars. There is indeed food for thought in this and it behooves all of us to give careful consideration to any safe plan that will enable us to emerge from such an expense none the worse financially.

BAY SECTION C. T. A. MEETING

The next annual institute of the California Teachers' Association, Bay Section, will be held December 14-17, 1925. All of the sessions will be held in Oakland except the Monday evening meeting, which will be held in San Francisco. Over 7300 teachers will attend.

A large number of excellent speakers have been secured, as follows:

Margaret Slattery, lecturer of Malden, Massachusetts.

Edward A. Steiner, Professor of Applied Psychology, Grinnell College.

Harry Lloyd Miller, Associate Professor of Education, Wisconsin University.

Frank D. Boynton, Superintendent of Schools, Ithaca, N. Y.

John Guy Fowlkes, Associate Professor of Education, Wisconsin University.

Dr. Ellwood P. Cubberley, Professor of Education, Stanford University.

Mark Keppel, County Superintendent of Schools, Los Angeles.

Walter F. Dexter, president of Whittier College.

James W. Foley, poet, of Pasadena.

Arthur Dean, vocational lecturer, New York City.

In addition over one hundred teachers, administrators and officials will be scheduled to speak before the various groups. The counties which will meet with the Bay Section are: Alameda, Lake, Napa, San Francisco, San Joaquin, San Mateo and Sonoma.

RADIO IN THE OAKLAND SCHOOLS

Twenty Oakland school teachers, selected to give radio class room instructions during the first semester of this school year, received their first lesson in the technique of the microphone recently.

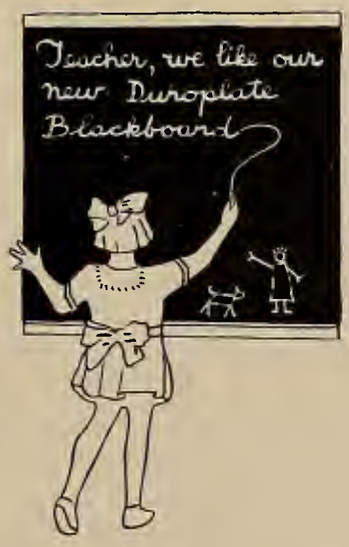
This class of radio teachers, said to be the first in the history of education, met in the studio of KGO, General Electric Pacific Coast Station, under the direction of Henrietta Johnson, assistant director of the Bureau of Curriculum Development, Research and Guidance of the Oakland public schools.

Details covering radio lesson preparation, how to talk before a microphone and give a lesson to classes in ten different schools tuned in on KGO, and a sketch of the work outlined for the first semester of the school year were discussed by Miss Johnson and her class.

The teachers who gave microphone lessons during last year, in the experiments to determine the value of radio class-room instruction, were present and gave their experiences. Miss Frances Eby, art instructor, told how she prepared a word lesson, "how to draw a Christmas tree," which actually worked when put through loud speakers. After writing every word to be uttered, and after conducting numerous experiments to determine how long to pause at the different places in the reading of the lesson, she tried it out on her mother, by talking through a transom. Then she tried it on the head of the art department in a similar manner, and finally on a class of sixth grade pupils. The sixth grade pupils gave her the best results, she stated, and also encouraged her to work harder to develop the lesson so that it later proved successful when given before the microphone. Her experiences convinced her that one of the things a microphone teacher would always have to contend with, aside from that of preparing the lesson and giving it without making funny noises with the lips, throat and breath, is the awful feeling that the lesson is not actually getting over. All the time she read the several lessons of the "Christmas tree" course, she stated that her mind wandered into the uncertainties of what was coming back at the end of the course in the way of papers for grading. Papers did come in, however, from five hundred pupils in ten different schools, which surprised everybody in her department. More originality was shown than when similar work was given before a class with chalk and blackboard to aid.

Others in the class of radio teachers, who not only gave lessons before the microphone, but who took charge of listening classes in the different schools, presented their views and experiences. E. E. Miller, principal of the Lake View school, described how he watched classes receiving instructions from loud speakers. He stated that in his belief the pauses between words, phrases and sentences, during a lesson were as important as the words. A new problem thus presented itself to the teacher of a class receiving radio class-room instruction. It is how to report back to the microphone teacher on how long to pause, to give the class time to do things, like picking up pencils, turning to certain pages in books, making notes and following instructions. At this point in the discussion it was brought out that the teacher in the school, in charge of a class before a loud speaker, has a chance to learn the intellectual capabilities of her pupils better than ever before. By observing the time required for different children to respond to a common word on sound impulse she is able to make comparison of abilities of her pupils, and find ways to aid one another.

It was the unanimous belief of teachers present that while radio class-room instruction will unquestionably do many things for the public school, it will also be of great benefit to teachers learning how to prepare lessons other than radio lessons. Dr. Virgil E. Dickson, former head of the Department of Research and Guidance in the Oakland public schools, now a lecturer in the University of California, was present and made the statement that in his opinion "class-room instruction by radio is one of the most interesting as well as far-reaching developments in methods of instruction that has taken place in the evolution of educational method during a century."



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CALIFORNIA SCHOOL INSTITUTES

Six California counties have held their teachers' institutes and have already settled into the swing of their year's work. These counties are: Del Norte, Humboldt, Mendocino, Siskiyou, Trinity and Modoc.

The following counties held institutes during this month, October, in Sacramento, 19-23:

Amador, Butte, Colusa, El Dorado, Glenn, Lassen, Nevada, Placer, Plumas, Sacramento, Shasta, Solano, Sutter, Tehama, Yolo, Yuba, Sutter.

The following county teachers will meet in Fresno, November 23-25: Fresno, Kern, Kings, Madera, Mariposa, Merced, Tulare.

Besides the home institutes, a number of counties will conclude their programs together in Los Angeles, December 14-17. These counties are: Los Angeles, Riverside, Santa Barbara, Orange and Ventura. There will be some variations in the dates as home conferences are arranged for different days in the various counties.

Other dates for the counties are:

Alameda—December 14-19, Oakland.
Contra Costa—December 14-17, Oakland.
Imperial—December 16-18.
Lake County—December 14-17—Oakland.
Mariposa—November 23-25, Merced.
Calaveras—October 19-23, place not stated.
Merced—November 23-25, Merced.
Monterey — December 14-18, San Luis Obispo.
Napa—December 14-17, Oakland.
San Benito — December 14-18—San Luis Obispo.
San Francisco—December 14-18, San Francisco and Oakland.
San Joaquin—December 14-18, Oakland.
San Luis Obispo—December 14-18, San Luis Obispo.
San Mateo—December 14-18, Burlingame and Oakland.
Santa Clara—November 23-25, San Jose.
Santa Cruz — December 14-18, San Luis Obispo.
Sonoma—December 14-17, Oakland.
Stanislaus—November 23-26, Modesto.
Tuolumne—November 17-19, Sonora.

Announcements for Inyo, Marin and San Bernardino counties have not yet been made.

San Diego holds sectional institutes and October 8 and 9 Dr. W. C. Reavis, professor of education at the University of Chicago and principal of the University of Chicago High School, addressed the teachers after school hours.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

LIBRARY NOTES

Miss Stella Huntington, who has been librarian of the Santa Clara County Free Library since its organization in 1913, has resigned her position to take up secretarial work. While bettering herself by the change Miss Huntington will be greatly missed among the county librarians of the state. Prior to going to Santa Clara county Miss Huntington was librarian of the Yolo County Free Library. She has a host of friends among the people whom she has so ably served, all of whom wish her the greatest success in her newly chosen field of work. Miss Elizabeth Stevens, formerly librarian of Tehama County Free Library, succeeds Miss Huntington.

Miss Anne Belle Bailey, who has been head of the School Department of the Fresno County Free Library for the past five years, has resigned her position to become librarian of the Tehama County Free Library. Miss Bailey was formerly librarian of San Mateo County Free Library.

Mrs. Dorothy Worden has resigned as librarian of Colusa County Free Library to go to Solano County Free Library as an assistant, and Miss Ella Packer, an assistant in Colusa County Library, has been appointed librarian, to succeed Mrs. Worden.

Mrs. Bessie Herrman Twaddle, who was librarian of Tulare County Free Library for several years, resigning that position in 1920, has opened a second hand book shop in Santa Cruz in connection with her brother's antique shop.

Miss Muriel Wright, who has been head of the circulation department of Kern County Free Library for two years, has been appointed as librarian of Tuolumne County Free Library to succeed Miss Martha June Coleman, who has resigned and has gone East for a visit, but Cupid whispers that she is to be married upon her return. Miss Wright is a graduate of the Western Reserve Library School of Cleveland, Ohio, and was reference librarian in the Long Beach Public Library before going to Bakersfield.

This is the season of the year when the thought of librarians is devoted largely to the service to be given to the schools, when contacts are being made between librarians and teachers, and when those teachers who are new to the work are becoming acquainted with the service which is given by the library to the school. It is also the season of the opening of night schools which may be attended by those who cannot go to school during the day time. Some of this work is for and with the foreign population of our cities. There has not been a great deal of work of this kind done outside of cities, and it seems very timely, therefore, to tell the story of what is being done in Fresno county by the county library. The following story is written by Miss Sarah E. McCardle, librarian of Fresno County Free Library:

Work With Foreigners

A large part of the population of both Fresno county and Fresno city is foreign, and many races are represented, in fact, a school survey several years ago brought out the fact that twenty-two different races were represented in the public schools of the city.

In establishing branches of the library in Fresno city this fact has been taken into consideration and the first ones were placed in the foreign districts. No branch libraries have been built. Housing is given by two of the city playgrounds in their club houses, one is in a school, and quarters are rented for another.

The Armenian population is very large, next in fact to that of the city of Boston. The branch located in the section of the city serving them is scarcely used by any other race. Children are the greatest users of the library. As is usually the case, parents do not speak or read English, while the children become very quickly "Americanized" in a superficial way.

For adults books in their native language are provided, though it has been very difficult to obtain them. There are many highly cultured persons among them, particularly is this true of the priests and ministers of the church. The best methods of reaching and serving Armenians are discussed with these leaders. They make up lists of books suitable for library use, with prices and all information for buying. When the books arrive from abroad any translation or transliteration needed is made by them. The first order of books was placed in Constantinople.

As a race the Armenian is found difficult to handle; even the smallest children are untruthful where the truth would serve as well. They seem to lack the moral standards of English-speaking peoples. We have found that among the children their untruthfulness is often a result of fear of their parents and of having to pay fines for overdue or damaged books. Armenians are racially "close." In comparison with branch work in American districts we find that Armenian children demand more service and help in choosing books and in getting reference information; they are also noisy and must be held down as with a rod of iron. Difficult cases are handled through the schools. Close relationships are kept up with the latter by visiting and talking before the classes, and teachers take groups to the branch for instruction in the use of the catalogue and of how to find a book on the shelves.

The branch was built up originally by systematic visiting of the schools and neighborhood as well as the churches, newspaper offices, and organizations. The location of the branch does not serve the greatest need; a children's playground repels the adults and it is at the end of the Armenian district and is cut off on two sides by manufacturing plants. A room in the heart of the district would draw both adults and children. As it is now, adults are served principally from the main library. Branch libraries throughout the county in the smaller towns have small collections of foreign books that are kept for three to six months and then returned to the main library and a new collection is sent out.

Another of the playground branches of the library is located in the Italian and Negro quarter of the city. They are anxious to read and seldom keep their books more than the three days that elapse between the times when the branch is open. The enthusiasm aroused in the librarian by this desire for knowledge is dampened a great deal by the manner in which the children treat library property. They come for the most part from the poorest of homes and have absolutely no conception of property rights or of respect for the belongings of others. On the days when the library is not open the club house is used for various purposes, such as kite making, for example, by the playground supervisors. It is necessary therefore to keep all the library property tightly locked

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away. All of the books and branch records are kept in locked cases, which are broken into on an average of at least once a month, at which time almost anything that can be carried away, vanishes. Even such things as signs announcing library hours, and book covers put up in an attempt to direct the attention of the children to certain books are not safe from marauders. The furniture of that club house is also library property and meets with the hardest of use.

In spite of the destructive spirit that seems to prevail the children are all found to be very responsive to reading and a veritable scramble often takes place over many of the more popular books.

The branch location in the Russian-German quarter in a school room is used almost entirely by children, so much so that it is necessary to operate on a schedule just as a school library would. After school hours are kept for high school students and adults; the majority of the latter are those who read only German. The largest collection of German books outside of the main library is located here. The children are eager for books, as though they were starved, but we find that "easy books" several years younger than their school grades are the only ones they seem able to use. A child must take home the first time he "joins the 'liberry'" a book or card to show the parent how his time has been spent. It is practically impossible to collect fines; they must be worked out at so much an hour (25 cents), as their parents will not provide them with money. At one time night school for adults was held in this school and then the library was kept open at the time, but it was found that the interest was not in the library, which would remain vacant.

Another branch, well named "International," from the fact that it is the center for so many different races, is one of our most responsive branches. Adults and children about equal in attendance. The Red Cross Health Center next door is a great adjunct to the library. The nurse advertises the library to the foreign mothers who bring their babies in for inspection and help of all kinds. Many adult readers among the Mexican, Japanese, German and other races come in very timidly in this way. We are planning to put up posters in the Health Center with an invitation to the library in many languages. The story hour has been helpful here with the very small children. They are particularly fond of the stereographs and pictures. Many children come in just for them. A great deal of visiting and work with organizations was necessary to get this branch established and on a working basis.

A deposit library is maintained at the Mexican Mission. They maintain a night school and so work with the families during the day, also supervise missions in various parts of the county, with the wandering families who work in the vineyards and fruit orchards, as well as with the railroads and in the cotton fields.

There are few branch libraries in this county that do not handle a large percentage of foreign readers. In the larger towns the grammar schools employ special Americanization teachers to handle the receiving grade which is largely made up of small foreigners. One method of "Americanizing" such groups is to take them to the library, where they are shown the picture books, stereographs, and other books and are told that they may take books home as soon as they are able to write their names clearly. Parents often come with the children and seem eager for them to get all they can, but few of them are able to read or speak English, though they have an understanding of the spoken word.

Another aid to the foreign population is the work with citizenship classes. In the larger towns this work is carried on by the night schools. In outlying districts the individual often goes to the library for the right material on government and civics, both local and national. Such a request came in recently in the morning's mail from one of the large deposit stations which we maintain in the high Sierra construction camps of the Southern California Edison Company. This company employs a "supervisor" of camp libraries, who carries on all correspondence with the library. Among the thousands of men in these camps are many aliens who wish to become citizens. The library supervisor, in addition to her many duties, not only supplies them with the necessary material but gives the instruction as well. The library obtains much of this material through the county supervisor of Americanization, whose office supplies mimeographed lessons. Work with foreigners in both Fresno city and county has been stimulated by the aid of this supervisor, who is a special assistant in the office of the County Superintendent of Education. The Assistant Superintendent of Education of the state is head of this work and spends much time in this county working with and supervising the other special workers. These workers have districted the county and organized classes among the teachers to prepare them to handle the foreign children who attend the elementary schools. The library helps by buying the books suggested by the leaders for extension work, keeping them at the various libraries where the courses are being carried on. A very complete bibliography of "Books on work with foreigners" has been compiled and sent to all branches. This list has a subject index and is annotated.

The California School Masters' Club held its quarterly meeting Saturday evening, October 12th. Harr Wagner presided. James Ferguson of the Chico high school gave a report of the World Educational Conference at Edinboro, closing with an effective tribute to "Bobbie Burns." "Scotty" of the Chronicle gave some witty stories and a poem and Hon. Sam Shortridge, U. S. Senator, delighted the school masters with his wit and scholarly interpretation of life at Washington. Dr. Hatch also gave a brief review of his trip abroad.

California Quarterly of Secondary Schools, October, 1925, edited by Horace Rebok for the California Society for Study of Secondary Education, is a remarkable volume. It is remarkable for its expression of careful planning. It is remarkable for its careful editing. It is remarkable for its content. Among the contributors are Will C. Wood, Helen Watson Pierce, Merton E. Hill, A. C. Olney, W. L. Ewing, Alice Ball Struthers. Send to 2161 Center sreet, Berkeley, for copies. Price $2.00 year, 50 cents per copy. Editor Rebok has done his work well.

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BOOK REVIEWS

COURSE IN PHONICS, for Intermediate Grades, With Simplified Course in Phonics for Primary Grades, by H. E. Waits: This volume utilizes the phonetic knowledge pupils have gained in the earlier grades, as well as including a simplified course in primary grades. The text furnishes complete lessons for study and practice of phonetic sounds; trains pupils through systematic practice in the mastery of syllables; and gives training in the use of the dictionary and other references and lists words from other lessons such as history, geography, etc. It should be used as a reference by teachers even if it is not in regular use in the class room. (The Bruce Publishing Company. Price $.56.)

CREATIVE YOUTH, edited by Hughes Mearns, with a foreword by Dr. Otis W. Caldwell: In March, 1925, Lincoln Lore, the magazine of the Lincoln high school, New York, "in competition with magazines from all over the United States, won first prize as the best magazine of its class, setting a new standard for high school magazines. In this volume Mr. Mearns tells how these results have been achieved. That is how this volume came to be—but its development, and the result are sign posts along the road to education. If teachers could have access to this volume it is probable that creative education would begin to take a more definite form, for a study of the creative spirit, methods observed in certain cases and the definite beginnings in this case, establishes a certain standard which furnishes a foothold for those who would be guided along the lines of creative work. (Doubleday, Page and Co. Price $2.50.)

ELEMENTS OF COMMERCIAL ENGLISH, by J. L. Zerbe: This volume contains practical lesson drills for pupils above the eighth grade. It is divided into sections, each section being one day's lesson. Emphasis is placed upon word study and sentence structure and composition. The lessons should prove practical in high schools and in business colleges. (The American Book Company. Price $1.40.)

THE STUDY READERS, Fourth Year Book (price $.84); Fifth Year Book (price $.88; Sixth Year Book (price $.88); by Alberta Walker and Mary R. Parkman: These books are well named Mary R. Parkman: These books are well named. They have instructing and thought-producing content and interesting, varied and specific provision has been made for the study of each lesson. Silent reading comes into its own in these books, for past methods have been improved upon and with new content and devices this series cannot help but be a great addition to any reading class. Features that arouse particular interest are the introductory paragaph which concentates interest in the story, and a word list in the back of the book which gives simple explanation of new and different words. (Charles E. Merrill Company.)

THE IMPROVEMENT OF TEACHING, by George E. Freeland, Director of the Training School State Teachers College, San Jose, California: Having had wide experience and great opportunity for work and observation, the author has produced a volume that is a definite, practical aid to the teacher. His intimate style of writing, the personal way in which he handles problems that arise before teachers, the modern and original applications to school room problems, serve to make this a desk-book which teachers will find of practical value. Discussions are held upon: How Successful Teachers Have Been Developed; Developing a Point of View; Influence of Educational Psychology; Teacher in the Background; Improvement Through Socialization; Classroom Teacher and Standardized Tests; Scientific Principles in Everyday Testing; Some Fundamentals of Classroom Practice; Improvement Programs; A Cross Section of a Drawing School. The introduction is written by Wm. C. Bagley. The book is illustrated with photographs. (The Macmillan Company.)

PRIMER OF SANITATION, Being a Simple Textbook on Disease Germs and How to Fight Them, by John W. Ritchie.
PRIMER OF HYGIENE, Being a Simple Textbook on Personal Health and How to Keep It, by John W. Ritchie and Joseph S. Caldwell.
PRIMER OF PHYSIOLOGY, Being a Practical Textbook of Physiological Principles and Their Applications to Problems of Health, by John W. Ritchie.

These books are for use in the elementary schools. They have been written in the interest of the conservation of health. Questions and suggestions to teachers map out the work in a helpful way. The books are illustrated. (World Book Company.)

THE SHOP TEACHER'S STANDARD CLASS RECORD, arranged by Walter R. Cannon: Here is a compact and serviceable book which gives space for a complete record of project work, daily attendance or recitation, monthly, semester and final grades. Though the book is planned for use by shop instructors, sciences, clothing courses and other project work could be recorded. The book when completed at the end of the year shows at a glance the projects accomplished, it can show the time occupied over the same, the expense of the project and the grading of the pupil. (Bruce Publishing Company. Price 75 cents.)

SIMPLIFIED SCHOOL ACCOUNTING, by Arthur J. Peel: This volume is the answer to a need felt for a simplified system of school accounting for school boards and committees. The author's experiences led him into close observation of business methods in many school systems and the conclusion he reached was that schools, the same as business institutions, should have definite records of output and income. This volume is a discussion of financial accounting principles for the small and large school systems and practical suggestions are made for the uniformity of the same. (Bruce Publishing Company. Price $1.35.)

PRINCIPLES OF SECONDARY EDUCATION, by Willis L. Uhl: This is a thoroughly practical and suggestive almost 700-page textbook for students of education, based upon writings of representative educators. The volume abounds in suggestions for study and discussion, biographical notes and is helpfully indexed. The work makes four distinct contributions: (1) it presents an organized collection of superior readings in secondary education; (2) it presents comprehensive lists of principles of secondary education based upon the best writings of the present time; (3) it presents a sufficient variety of educational literature to enable teachers, if they choose, to approach each chapter through the problem method; and, (4) it presents supplementary discussions which are designed to guide students successfully through a large body of professional reading. (Silver, Burdett and Company. Price $3.)

FREE WORD STUDY PERIODICAL PUBLISHED BY G. & C. MERRIAM COMPANY

WORD STUDY is a leaflet which is to be published periodically and it will be sent free to any English teacher in the United States if he will send his name and address to the publisher. The introduction to the initial leaflet states that "In Word Study the publishers hope to contribute in a modest way to a teaching of English, by furnishing a medium for an interchange of ideas between those having mutual interests. If you have worked out a plan for presenting some troublesome point in the study of English, which you feel would be helpful to those meeting the same problem, we shall be glad to have you submit it for publication." A review of this first leaflet shows it to contain suggestive material for both student and teacher. We all know the value of words and we all have to use them. These verses are included in the leaflet:

WEBSTER HAS THE WORDS—

Webster has the words, and I
Pick them up from where they lie,
Twist and turn them one by one
And give them places in "The Sun."

Here a word, and there a word—
It's so easy, 'tis absurd!
I merely range them in a row,
Webster's done the work, you know!

Word follows word, till inch by inch,
I have a column! What a cinch!
I take the words that Webster penned
And merely lay them end to end!

Don Marquis in "The New York Sun."

(G. & C. Merriam Company, publishers of Webster's Dictionaries, Springfield, Mass.)

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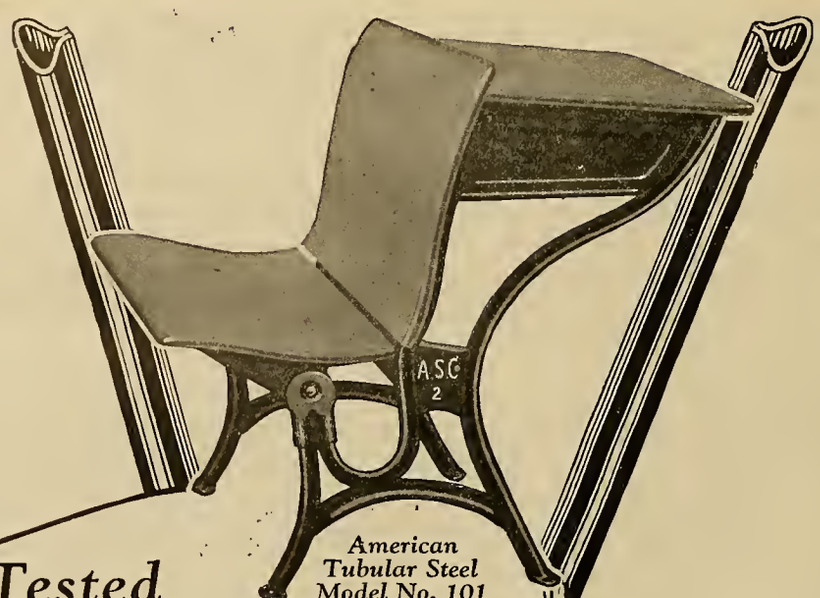
American Education Week, under the joint auspices of the United States Bureau of Education, the National Educational Association, and the American Legion, will be observed this year November 16 to 22. Special features suggested for the various days are: Monday, The Constitution; Tuesday, Patriotism; Wednesday, School and Teacher; Thursday, Conservation and Thrift; Friday, Know Your School; Saturday, Community and Health, and Sunday, For God and Country. Since the custom was introduced in 1920 by the United States Commissioner of Education, its observance has widely increased. Suggestions for programs, descriptions of successful methods, and other useful material may be obtained at nominal prices from the Superintendent of Documents, Government Printing Office, Washington, D. C.

To aid school teachers to know themselves, to find out their weaknesses and correct them, many plans of self-rating have been introduced. In City School Leaflet No. 18 of the Interior Department, Bureau of Education, a number of teacher self-rating schemes are presented in more or less of detail.

MARRIAGE IN ITSELF NOT A BAR TO TEACHING

"Women teachers must not be dismissed merely because they are married." This is the gist of a decision recently rendered in a test case brought in an English court. The decision is of far-reaching importance. The plaintiff, Mrs. Ethel Short, has been an assistant mistress in a council school in Dorsetshire since 1914. She married in 1921, and in July, 1924, she and other married women employed as teachers by the same local education authority received notice terminating their engagements. The chancery court decided that the notice was invalid and ordered the corporation to pay the costs.



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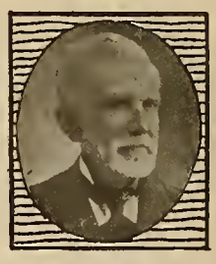

NOVEMBER, 1925

Christmas Greetings

The winter bloom about us lies,
The green of a December spring,
And under happy, cloudless skies,
A thousand birds are caroling,
To you amid the eastern snows
I send a California rose.

To you whose hearth and heart are warm,
Tho' nature's guise be chill and gray,
To lend your holly wreath a charm,
I send my winter rose today,
For whether snows or rose leaves fall,
It's Christmas! Christmas! with us all!

Martha Trent Tyler

From "Sunset," December, 1912

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The Western Journal of Education
HARR WAGNER, Editor.
RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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THAT'S CHRISTMAS

Mistletoe and tinselled stars, evergreen and holly,
Children waking up at dawn and everybody jolly—
Turkeys roasting in the stove, playthings everywhere,
Home-folks feeling glad and gay and not one sign of care!
That's Christmas!

Tissue-paper on the rugs, ribbons on the floor,
Presents scattered all about and not one inch for more;
Everybody clamoring, "Can't we light the tree?"
Gladdest time of all the year—a better couldn't be!
That's Christmas!

DECEMBER

Oh! holly branch and mistletoe,
And Christmas chimes where'er we go.
And stockings pinned up in a row!
These are thy gifts, December!
The whole world is a Christmas tree,
And stars its many candles be,
Oh! sing a carol joyfully
The year's great feast in keeping!
For once, on a December night
An angel held a candle bright
And led three wise men by its light
To where a child was sleeping.

Lessons on cotton for use in elementary schools have been prepared by the United States Department of Agriculture and published in bulletin form as Miscellaneous Circular No. 43. This publication is intended as an aid in teaching some of the more important features of cotton culture, grading, marketing, utilization, and community production. It should be especially helpful to teachers in rural consolidated schools, where facilities for handling the subject are generally better than in the ordinary one-room country school. A copy of the circular may be secured free of charge, as long as the supply lasts, by writing to the United States Department of Agriculture, Washington, D. C.

Why Santa Likes His Job*

RUTH THOMPSON

CHARACTERS:
Aunt Betty—may be a girl dressed as a woman.
Mary—a girl (warmly dressed, coat, hood, scarf).
John—a boy (heavy coat with sweater underneath, fur cap).
Santa Claus.

PROPERTIES: Table, record book, photographs, work bench, tools, pencil and tags. The following toys: mouth organ, dolls, xylophone, roller skates, baseball, coaster, automobile, knife, doll piano, tambourine, doll carriage, jumping rope, doll dishes, several books (more than four), football and any other kinds of toys it is possible to get.

SCENE: Santa Claus' work room. A door to the right outside of which a woman (Aunt Betty) is standing. In the room Santa Claus is seen working at a table with saw, hammers, etc. A table with large book and pile of photographs, near front of stage. Nearby many toys on floor.

AUNT BETTY, impatiently, to herself as she stands outside of closed door which opens into Santa Claus' work room. Dear me, I have waited for some time. It seems as if John and Mary should be here soon. Of course it is a long trip by airplane and they have to land the other side of the hill. *Pause.* I believe I hear them coming now.

JOHN, rushing up to Aunt Betty, followed by Mary. Hello, Aunt Betty! Here we are at last!

MARY. How do you do, Aunt Betty? We've had a great trip on that airplane.

JOHN, rubbing his hands, blowing on them and stamping his feet. Oh-ooooo, but it's cold in this place! How does Santa Claus stand it? Ma made me wear a fur cap and this heavy sweater under my coat and it was so cold on that airship I thought I'd never live to get into Santa's toyshop to choose what I want for Christmas!

MARY. I hope Santa Claus will let me have the biggest doll in the whole wide world!

JOHN. I'm going to pick out the best coaster, the nicest roller skates, the strongest baseball bat, a dandy football, a classy bicycle, a set of croquet—and, oh yes, a whole tennis outfit—.

AUNT BETTY. Goodness—who for?

JOHN, surprised. For *myself!*

AUNT BETTY, expressively. Oh,—and you, Mary?

MARY. Oh, Aunt Betty, I've just been dying to get here. I want a million things—a doll, a doll carriage, a pink parasol, some games and books, a pair of stilts, a hammock, and some doll dishes, and—

AUNT BETTY. My *Goodness*—who for?

MARY. For *myself!*

AUNT BETTY, expressively again. Oh!

JOHN. It was wonderful of Santa Claus to ask you to bring some friends with you to his toy shop and I'm glad that you chose us.

MARY. Me too!

AUNT BETTY. If you are ready now, we'll step into the toy shop. I hear Santa working away!

The three enter Santa's workroom. Santa is discovered at his workbench busy with hammer and nails and wood making something. He turns as the three enter.

AUNT BETTY, stepping forward. Santa Claus, this is Mary and this is John. You remember that you said that I could bring a boy and a girl to call upon you, just before Christmas, and that they could choose some things.

JOHN and MARY, bow. How do you do?

SANTA CLAUS, heartily. Well, well, well, John and Mary, welcome. I am as busy as busy can be because it is so near Christmas. Soon I'll be jumping into my sleigh with the toys piled high. I'll call to my reindeer and away we'll go over the ice and snow, across mountains and rivers, through forests and canyons, my reindeer and I—until we come to the homes of good boys and girls. Then I'll shoulder my pack and drop down a chimney and fill the stockings. Then on I'll go to the next house—and to the next and the next. I'm welcome wherever I go, and it's a happy feeling. I love all my boys and girls.

JOHN, looking around one way and another while Santa talks. Oh, Santa Claus, what a lot of fine things you have!

SANTA CLAUS, smiling in jolly fashion. Yes, they'll please the children. I have heard that you are a good boy so I am going to let you choose some Christmas gifts. I looked up your name and Mary's name in my record book and I found that both of you have been well-behaved in every way except one.

MARY, pouting. I thought I was a *good* girl all the time! What do you mean, Santa Claus?

SANTA CLAUS. Maybe you'll find out and improve in that one way before Christmas comes.

JOHN, excitedly moving about and looking at the toys. Here's a mouth organ! *Plays on mouth organ.* What a beauty! I'll just put that aside to take home, if you don't mind, Santa Claus.

SANTA CLAUS, deliberately looking at both children. I told you both to help yourselves.

BETTY. Here's a beautiful doll! Will it talk? *Picks up doll and bends it over to see if it is a talking doll. Doll says "Mama, Mama."* Oh, goody! It says "Mama." I'll put this aside for myself.

JOHN. Oh Aunt Betty, here's a xylophone. *Plays on xylophone.* I love the music it makes. I'll bet I could learn to play that in no time! I'd

*This play has been adapted for radio and will be produced under the direction of Jessie Casebolt, dramatic instructor of the State Teachers College, San Francisco, and of the author, Ruth Thompson, who is "Aunt Betty" to the KGO Kiddies' Klub. The play will be produced at 5:30 p. m. Monday, December 21, Station KGO, General Electric Co., Oakland, Calif.

better take one so that I can practice.—And here are some dandy roller skates, *holds skates up*—and here's just the baseball and bat I've been looking for. *Picks up baseball and bat and places them with other toys he has chosen.* Oh, and look, this coaster—and this play automobile and this knife. *Places these things with others he has chosen.* Oh boy, won't the gang be envious of me?

SANTA CLAUS. Who are all these things for?

JOHN. For myself! I've never had in all my life all of the things I've wanted.

AUNT BETTY. I thought your Papa and Mama gave you a good many nice things, John.

JOHN. But they don't, because I like to have the things that other boys *haven't* as well as the things they *have!*

MARY, peevishly. Now John, you just give me a chance. You certainly are a pig—Now if this little piano has a nice sound I'll take it. *Strikes chords on piano.* Yes, that's just like a grown-up piano. It's mine, now. With this tambourine, *picks up tambourine,* I can pretend I'm a Spanish dancer. I love to dance! *Shakes tambourine and takes a turn around the room.* How nice it sounds. Yes, that'll do. I know Senora Arguello will teach me how to use it correctly. Let's try the mouth organ! *Picks up mouth organ that John had set aside and blows it.*

JOHN, interrupting. Here, keep on your own side of the fence, Miss. That's mine, I chose it.

MARY. Aw, I don't want it anyway. *Santa Claus and Aunt Betty look distressedly at each other when the children show bad manners. Aunt Betty walks to table where record book and photographs are. Stands looking at photographs.* I'll take this doll carriage, this jumping rope, these doll dishes, these four books. *Lays them aside for herself—picks up a book.* Let's see what this one says. *Reads*

"'Twas the night before Christmas when all through the house
Not a creature was stirring, not even a mouse;
The stocking were hung by the chimney with care,
In hopes that St. Nicholas soon would be there.
The children were nestled all snug in their beds,
While visions of sugar plums danced in their heads"—

Sure, I know that piece. But I'll take the book anyway. I like the pictures. *Lays it carelessly aside.*

AUNT BETTY, who has been looking at the photographs at the table where photos and record book are—turns to Santa Claus. Santa Claus, I've been looking at these photographs. You seem to have so many children to look after.

SANTA CLAUS. I'm glad that you notice those pictures, Aunt Betty. They belong with my record book. Those pictures are of children who are poor and sick and who are really in need.

AUNT BETTY. Why do you have their pictures?

SANTA CLAUS. Oh, I haven't pictures of them all, but the little friends send them in from time to time, I suppose because I give them gifts and they wish to make what return they can. Often by just looking at those pictures I can tell what the children would like best for Christmas.

JOHN. Is my picture there?

MARY. Is mine?

SANTA CLAUS, thoughtfully. No, John and Mary. Your pictures are *not* there. In all this world there is nothing that you really need. Your father and mother and kind friends are generous with you, and you have good health, and you can go to school and learn how to grow into helpful and generous men and women.

JOHN, interested in a photograph. Look at the picture of this boy, Santa Claus! *Takes picture to Santa Claus.* He has a high forehead like a musician that I've seen in a picture.

SANTA CLAUS. You're right. He *is* a musician. He is lame and sick, though, and has to stay in bed most of the time. He may never get well.

JOHN, surprised at his own thought. Why, this xylophone will be just the thing for him! I guess, if you don't mind, Santa Claus, I'll just put *his* name on it instead of taking it myself. I only wanted it for play anyway. *Takes pencil and tag, refers to name on back of picture and copies it on tag.*

SANTA CLAUS, heartily. That's a fine idea!

MARY, picking up photo. This little girl in the photograph has a rag doll that's mostly rags and no doll!

AUNT BETTY, sympathetically. It's too bad that she has not a fine doll, isn't it dear, when you have so many?

MARY, excitedly. But Aunt Betty, I *need* all my dolls! *Hesitates and speaks more slowly.* Well, no, I don't need them *all.* *With a burst of generosity.* I'll give her this new one that I chose for myself. *She refers to name on photograph and writes name on tag as John did and so labels the doll. Looks at photographs and continues marking tags and labeling toys.*

JOHN, picking up another photograph. This jolly looking boy in the picture looks mighty thin and poorly dressed. I'll bet he'd like a coaster like mine. *Looks expectantly at Santa Claus.*

SANTA CLAUS. He *would,* John, but he never has playthings. He sells newspapers before and after school to help earn the living for his sick mother.

JOHN, awkwardly. Oh, say now, he can have this coaster I was going to take. And this kid ought to have the football! Just look at him, won't he grin when he sees it? *Marks tags and places them on coaster and football.*

MARY. I feel kind of happy. I've named all my presents now. Every girl that you have a picture of here, Santa Claus, is going to get a wonderful present that I picked out for her in Santa Claus Land! Don't you just *love* being Santa Claus?

SANTA CLAUS. I *do* love being Santa Claus. Giving things to others and making them happy is the greatest joy in the world.

JOHN. Santa Claus, you said that Mary and I were good in every way but one. What was that one way?

MARY, jumping up and down in excitement. I know what that one way was, John—we were both *pigs!*

AUNT BETTY. You're right, Mary. You and John were selfish, both of you, and now that you have planned to give these gifts to others, I know that Santa Claus will give you each a good record in his book.

SANTA CLAUS, walks to his record book and opens it, looking for names of John and Mary. Yes, they each get a perfect record now—but I don't *give* it to them. They have *earned* it!

AUNT BETTY. Get your things, quickly now children. We must go. *John and Mary put on wraps. Aunt Betty turns to Santa Claus.* Thank you, Santa Claus, for allowing us to visit you. It has been a pleasure and it has done us all good.

JOHN, ready to leave, holds out hand. Thank you, Santa Claus. I can't be *you* when I'm a man, but I can do some things the way you do!

MARY. You've made me happy, Santa Claus. I can hardly wait for those poor children to see what you are going to bring them for Christmas!

Chorus of goodbys as the three step out of

(Continued on page 5, column 3)

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MAKING CHRISTMAS PRESENTS AT SCHOOL

By Adah M. Stewart
Hornitos, California

Our schools have very recently received the new calendars with their lists of suggested activities which are prepared and distributed by the American Junior Red Cross. Anything connected with the Red Cross always reminds one of those gloomy war days back in 1917 and 1918, when we first knew the Junior Red Cross. I want to tell you about some things done by the school children and teachers in those days, and see if they might apply now.

Enthusiasm and patriotism ran high then, when everybody was anxious to do his bit of sacrificing for "the boys over there" and for the homeless, hungry orphans of the devastated territory. The grown-ups were all doing their share of war work through the Red Cross societies that were active all over the land.

How did the children help the soldiers and sailors and orphaned children? First, by conscientiously saving instead of spending, buying thrift stamps instead of candy, and using spare time instead of wasting it.

War times have gone—many children of today probably can not even remember them, but there are still many ways for us to save and use instead of spending and wasting. There are still many people in the world who are in need of kindness, cheer and the material comforts of life.

Let us see if some of the things the youngsters made at their Red Cross meetings couldn't be made and used today. They made gun-wipes, which were simply stacks of flannel and cotton squares fastened together. A square of flannel or flannelette was used by the soldier to take the grease from the gun barrel, then the cotton square was pulled through to polish it. Gun-wipes are now useful on hunting trips, so they will make a good Christmas present.

The children learned to knit, boys and girls alike. With a pair of steel needles and a ball of "store-cord" any child can make a square wash cloth that will perform mighty good service. Wrapped in a piece of pretty paper, and tied with a bit of bright ribbon, it makes a nice gift to be hung on the Christmas tree.

The children cut out jokes and cartoons and made joke books of them to be sent to hospitals. We can do the same thing, and utilize our stick-printing work in art for a clever little cover. I think a book of Manila drawing paper sewed together and decorated with a stick-printed design would be pretty enough to give some one at Christmas time.

Little sister would enjoy some cut-outs, pasted on heavy paper and neatly cut out. If she has several sets, each one might be put away in a separate envelope.

Similar to the gun-wipes are the pen-wipes. These are very handy little things to have in your desk at school, and mother should appreciate one on her desk at home, too. Cut several pieces of flannel, felt or woolen goods the same size and shape. Sew them firmly together with a strong thread, and decorate the top with a little ribbon bow on a picture.

This suggests blotters. Once when I was a little girl I saw a pretty one made of two pieces of blotting paper, one pink and one white, cut in the shape of a shoe sole. The two pieces were fastened together with tiny ribbons in the heel and in the toe. On the top was written, "I wish you a merry Christmas from the bottom of my sole."

$80,000,000 SPENT ON NEW SCHOOLS IN TWO YEARS

Taxpayers of California have endorsed the expenditure of more than $80,0000,000 during the past two years to insure school children of the state with adequate facilities for obtaining an education.

This fact was made known recently by A. R. Heron, assistant superintendent of public instruction, who declared at the same time that California's children are suffering less than those of any other state for lack of facilities.

A recent survey of the situation, conducted by the United Press in twenty-eight widely scattered cities throughout the country, showed that children throughout the nation are being deprived of proper facilities because building programs have failed to keep pace with increased enrollments.

Only three sections of this state are faced with an acute problem of this kind, Heron stated, and in these sections more than $20,000,000 has been spent in two years in an effort to remedy the situation.

Los Angeles, Oakland and the East Bay region and San Francisco enrollments are still in advance of building programs, despite the efforts made to keep abreast of increasing school population.

During the past biennium the total increase in registrations, including high schools, elementary schools and kindergartens, was 167,000. The increases are tabulated by Heron as follows:

Elementary schools, 80,000 increase.
High schools, 72,000 increase.
Kindergartens, 15,000 increase.

Heron estimates that 1,100,000 pupils are enrolled at present in the regular public school work. In addition there are more than 500,000 persons enrolled in extension work and part-time studies.

Approximately $350,000,000 is invested in the educational system of the state, figures of the state department of public instruction show.

All of this money was invested by The People through bond issues requiring a two-thirds majority vote to carry.

The money is invested as follows:
Elementary schools, $171,000,000.
High schools, $113,000,000.
Teachers' colleges, $3,500,000.
State universities, $32,000,000.
Junior colleges, $100,000,000.
Special schools, $2,000,000.

Mrs. Elizabeth Hughes of Oroville, formerly member of the State Legislature, a well known lecturer and educator, was elected president of the C. T. A. Northern Section for 1926.

(Continued from page 4, column 2)

door they entered. They walk off stage and can be heard singing a Christmas song.

Santa Claus sits until footsteps and voices die away.

SANTA CLAUS. Bless their hearts, they have found the true spirit of Christmas—the spirit of joyfully giving, and of thinking and doing for others.

(CURTAIN)

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To encourage the formation of special classes for mentally or physically handicapped children unable to do satisfactory work in regular schools, the Wyoming State Board of Education has been enabled by legislative appropriation to offer a bonus to local school boards which conduct approved special classes. The cost of educating a special pupil, it is found, ranges from $100 to $143, or an average of approximately $115 per year. The cost of a regular grade student ranges from $70 to $100, with an average of $84 per year. So great is the demand for trained special-class teachers that the school of education of the state university offers summer courses to meet requirements of board of education.

"The Story of Sulphur" is the title of the latest addition to the series of educational motion picture films prepared by the Bureau of Mines, Department of Commerce. The film depicts vividly the various processes employed in the mining, transportation and utilization of a raw material of which 1,220,600 tons were used in the United States in 1924 in an exceedingly large number of industries. Copies of this educational motion picture film may be obtained free of charge for exhibition by schools, churches, clubs, civic organizations and other bodies by addressing the Bureau of Mines, Department of Commerce, 4800 Forbes street, Pittsburgh, Pa.

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EDITORIAL NOTES

Harr Wagner

San Francisco has provided a liberal retirement salary for teachers. The act provides, however, for compulsory retirement at the age of seventy. This is wrong. The number of birthdays does not necessarily fix the value of a teacher's service. There are men and women more capable at seventy-five than they were at thirty-five. Administrative positions, such as principals of elementary and high schools, where judgment and experience are of most worth, should as a rule be given to men and women of mature years. Colonel Murphy, who under the compulsory law was retired at the age of seventy from the High School of Commerce, is a man of great vigor, successful experience and would have given splendid service for a number of years.

Our greatest teachers have done notable work after the age of seventy. This is no new theory of the writer. Files of the old Golden Era and pages of this Journal thirty years ago show that we were fighting against the compulsory retirement of teachers; and even wanted the King James translation of the Bible changed where it made three score and ten as the span of a man's life. Any fixed limit of age is bad psychology. The retirement should be compulsory only after a commission of a physician, a business man and a teacher should determine that it was for the best interests of the children that the teacher be retired. Many teachers should be retired at sixty, some at fifty, and some not until they are eighty.

Superintendent J. D. Sweeney of Red Bluff has found time to write an interesting historical account of "A Recruit With Walker," the story of Alfred P. De Shields for "Adventure." It is a real historical contribution because there is very little data on the adventure of Walker in Nicaragua. Mr. Sweeney also wrote for the Red Bluff Daily News an excellent article on the historical background of "California Admission Day."

J. D. Sweeney pays tribute to Mark Keppel in the Daily News of Red Bluff:

"Practically one out of every three school children in this state attends school in a Los Angeles county school. We fail to realize what this means in many respects. About the same proportion of the voters of the state likewise vote in that same county. Mark Keppel is the county superintendent of the county and has held the position for about a quarter of a century.

"Keppel is 'mentioned' as a probable candidate for the office of state superintendent. We know of no other man in the state who is better qualified in many respects. His dealing with the problems of his great county has given him a rich experience. For many years he has been the most active school man in the securing of advanced school legislation and is today probably the best posted man in the state on what is school law. He hails from Butte county, where he lived as a school boy, is a man of sterling qualities, comes from Quaker stock and would make a good state official in case Will C. Wood decides to take up some other line of work."

Mr. Sweeney is wrong as to Mr. Keppel's probable candidacy for State Superintendent of Schools. His friends are more likely to throw his hat in the ring for Governor or United States Senator.

Superintendent C. R. Holbrook of San Bernardino pronounced the benediction on the city and county superintendents at Pasadena. The hour was 1230. The previous speaker had exceeded the time limit. The superintendents were hurrying to get away. The hour of adjournment was at hand. The topic under discussion was teacher training and measuring the results of teaching. Mr. Holbrook was called upon to deliver his speech and instead of speaking he pronounced the following benediction extemporaneously. It appealed to those present as one of the most appropriate and effective performances of the entire convention:

1. Teach us as educators who do not teach to be more charitable of those who do teach.
2. Help us to measure the results of teaching more objectively.
3. Give us a finer appreciation of time (just how long are ten minutes?).
4. Teach us to think and work more and talk less, even as President Coolidge does.
5. Keep us from allowing our desire to inform and enlighten from over-balancing our better judgment.

Joseph Marr Gwinn of San Francisco in Bulletins 11 and 12 gave Mrs. Dorsey's complete address on "The Problem of Character Training." This is the address Superintendent Dorsey delivered at the Pasadena convention of city and county superintendents.

Frances Effinger Raymond and Elizabeth Starbuck Adams of the Gregg Publishing Company have written and published a pamphlet on University Training of Commercial Teachers in the High Schools of California. It is an investigation of the educational equipment and needs of commercial teachers carried out with their co-operation. The booklet contains twelve pages. It will be sent free on request.

George W. Caswell of 442 Second street, San Francisco, the importer and dealer in coffee, gave a very interesting talk on coffee over the radio recently. He did not specifically boost "National Crest," a brand that is noted for its excellence, but gave a fine informational talk on coffee and its development from the seed of the plant to the cup.

American Education week, November 16 to 22, will be observed quite generally in California. Superintendent Johnson in San Diego, Superintendent Cooper in Fresno, Superintendent Dorsey in Los Angeles have made special arrangements. Superintendent Gwinn of San Francisco has appointed A. J. Cloud as chairman of committee.

Slogans: "The better the teacher the better the school. Visit your schools today."

Remember that this annual campaign gives the schools a splendid opportunity to inform the people of the needs of the schools. Only through enlightened local public opinion can the schools be enabled to function at the highest possible point of efficiency.

Alice Rose Power was nominated by Mayor Rolph for a seven-year term to the San Francisco Board of Education. The nomination was confirmed by the voters on November 3 by 70,918 "yes," 18,160 "no." Miss Power is a teacher in active service as principal of the Washington Irving school and is well qualified from the standpoint of a teacher to know the needs of the teaching body of the San Francisco school department. Her position is a good illustration of the English schoolmaster's statement, "You can only govern with the consent of the governed." The members of the Board of Education of San Francisco do not draw a fixed salary, but are paid per diem for services rendered. In addition to Miss Power's activities as a teacher, she holds the honorary position as associate editor of the Western Journal of Education, is the author of "A Graded Speller," published by Lippincott & Company; "Jingles," a compilation of Mother Goose Rhymes, and compiler of "Poems for Memorizing."

Her outstanding educational achievements have been: her support of the state flat rate pension bill; the Constitutional Amendment No. 16 for more money for schools, especially rural schools; the dollar per day raise for every teacher in the San Francisco school department; the insistence that experience and successful teaching be recognized as a basis of promotion as well as units of credit from our educational institutions. Her record appeals not only to the large majority of the teachers, but to the general public, as shown in an affirmative vote of seventy thousand electors.

H. O. Williams, for many years principal of the Sacramento high school, has been selected as United States consul for Liverpool, England.

The demand for the Modern School Readers, by Thompson and Wilson, and The New Progressive Geography Series, by Dr. Harold W. Fairbanks, has been such that William Maurice Culp will tour the large cities of the East in the interest of these publications. "Jottings of a Traveling Bookman" will therefore become national in scope.

The Teachers' Association of San Francisco gave a luncheon at the Palace Hotel Saturday, October 31, in honor of the retired school teachers of San Francisco. John T. Brady, the president, and Miss Frances A. C. Mooney, the secretary, handled the affair very successfully. There were present about four hundred teachers. Superintendents Gwinn of San Francisco and Mark Keppel of Los Angeles were two of the principal speakers. Mrs. Ivy Ostrom and Mrs. Mabel A. Sykes were also active in making the affair a success.

Miss Mabel Hulberg has been appointed librarian of the Pasadena elementary and junior high school libraries.

Howard N. Tanner, principal of the Clearwater grammar school, is in his fourth year as principal of that school. A bond issue of $65,000 is being spent in Clearwater. Out of this fund a tract has been purchased upon which a primary school will be built next year. On the present school site $40,000 is being spent on eight additional class rooms, which include a domestic science room and an art and music room. An auditorium is formed by throwing three rooms together.

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JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

C. R. Prince, district superintendent of Calipatria schools, is carrying on an Americanization program that is effective. The Americanization work of the Calipatria district is a problem of the Mexican laborer, who in many cases has just drifted into the Imperial Valley from Mexico.

The distinctiveness and effectiveness of this work with the Mexican group lies in the person whom Mr. Prince has placed in charge of the situation.

The director of Americanization is Miss Lucia Ibarra. Miss Ibarra is a native-born Mexican, whose early education was received in Guanajuato, Mexico. She is also a graduate of Los Angeles city high school. Besides, Miss Ibarra is a graduate nurse of the Angelus Hospital, Los Angeles. Miss Ibarra is a naturalized citizen.

According to Mr. Prince, Miss Ibarra is the only woman of Mexican birth and education doing adult education in the United States.

As Miss Ibarra says her principal work is teaching the men how to get along with their boss and in teaching the women how to care for their children.

The women meet in day classes and the men in night classes.

Besides teaching English to the Mexican men Miss Ibarra tries to interpret our customs and institutions to these men and give them an inkling of the real American spirit.

The Calipatria school district is the territory in which Miss Ibarra works most of the time, but she is allowed to go to other places in Imperial Valley to carry on her work when the demand comes. Last year she had a class of 50 women at Niland and she was called to work around Holtville.

Miss Ibarra comes in contact with 25 to 30 people every day—many of them in their homes.

Besides her other labors Miss Ibarra organized a baseball team last year. A series of games were played on Sunday. This year the ball club is functioning on its own.

A. P. Shibley, superintendent of El Centro grammar schools, has a 10 per cent increase in enrollment in his schools over that of last year. In his schools his present enrollment is 1100, which will rise to a peak of 1500 as Mexican laborers drift back for the lettuce crop. Forty teachers teach in El Centro's five grammar schools.

Miss Evelyn Bowman, Imperial County free librarian, in her quarters in the new Imperial county court house, has excellent equipment for handling her library.

Horace C. Coe, superintendent of Imperial county schools, will run again for the office on the record of his efficient administration of the Imperial county schools.

Karp L. Stockton, principal of the Huntington Park high school, is carrying on an expanding and most progressive program.

October 23 occurred the dedication of the Bell unit of the Huntington Park high school. This Bell unit, enrolling 325 students of the ninth and tenth grades, is in charge of Claude L. Reeves, formerly principal of the Moorpark high school. Four hundred thousand dollars was spent on the Bell plant.

Mr. Stockton has added a 25-room building costing $200,000 to the Huntington Park plant proper this last year. This expenditure makes the amount spent for the main school around a million and a half.

An excellent athletic field, track and a fine set of bleachers has been added recently also.

Fourteen hundred day students are enrolled in the Huntington Park high school. The night schools care for from 1200 to 1400 persons. Charles L. Johns is Mr. Stockton's vice-principal and principal of the night schools. Mr. Johns last year taught in the South Pasadena high school and previously had considerable executive experience in Utah.

Of special interest has been the drive Mr. Stockton and his faculty have been making for the securing of correct English, spoken and written.

Ira C. Landis, superintendent of Riverside county schools, has added to his staff Miss Vivian P. Evans as rural supervisor. Miss Evans will carry on supervision in rural schools in all grades. Miss Evans for the last few years has been supervisor of first grade at the University of California Southern Branch Training School. Miss Evans is originally from Kansas City, Missouri, and has done considerable work in Columbia University.

D. S. Presnall is this year district superintendent of Bellflower grammar schools. Mr. Presnall last year taught at El Segundo. Bellflower has two schools, 30 teachers, 850 pupils. There is a movement on in Bellflower for a bond issue for another school next spring.

James M. Monroe, last year district superintendent of El Segundo grammar schools, is in charge of the Puente grammar schools this year.

Clement Hardin Smith, district superintendent of Bell grammar schools, believes in using the latest and most effective methods in his schools.

S. H. Thompson, superintendent of Whittier grammar schools, succeeded in a recent bond issue for $280,000. The vote was three to one in favor of the issue. The old Jonothan Bailey school is to be torn down and a new building placed on the site. In addition two other school buildings are to be erected.

Fred A. Boyer, superintendent of Coronado grammar schools, has his pupils occupying nine rooms of a $50,000 addition to the Coronado plant, which was recently finished. The Coronado grammar school building is one of the most artistic and usable of any in California and Mr. Boyer continues to accomplish excellent work in such pleasant surroundings.

A. D. Allen, district superintendent of National City schools, has 1016 enrolled in National City. The seven teachers who were dismissed two years ago are back this year teaching in the National City schools.

B. M. Gruwell, principal of the Holtville grammar school, has an enrollment of 560 pupils, a 15 to 20 per cent increase over that of last year. Mr. Gruwell expects to build another wing and auditorium to his present school plant out of a bond issue of $52,000 voted a year or so ago.

C. N. Vance, principal of the Brawley High School and Junior College, has been appointed a member of the Imperial County Board of Education. At a recent meeting he was elected president of the Board of Education.

The Brawley Union High School district under Carl N. Vance, principal, is planning the erection of three new buildings out of a $185,000 bond issue. One building will be for the Junior College and the teaching of the sciences, the second will be a gymnasium and swimming pool and the third will be an auto shop. The buildings are to be completed this school year. The Brawley Junior College enrollment is now 15 and that of the high school 280.

Harlen C. Reid is in charge of the Huntington Beach grammar schools. He relieves his brother, Clark H. Reid, who recently resigned on account of a nervous breakdown.

H. O. Ensign, principal of the Newport Beach grammar school, has the uniqueness of having charge of a fine school building that is built on the sands of the beach. Out of the windows the children see the constant waves of the Pacific Ocean.

C. C. Carpenter has just signed another four years' contract as district superintendent of Azusa grammar schools at a substantial increase in salary. There are four schools in Azusa and the expectation is that the enrollment will reach 1000 this year.

Elmer C. Neher, principal of the San Marino grammar school, is superintending the expenditure of a $65,000 bond issue. To the present ten-acre school tract has been added six acres now planted to orange trees. Two new class rooms are being added in a new wing and the auditorium is under enlargement so that it will seat 375 people.

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VOCATIONAL GUIDANCE

Herbert F. Clark
Co-ordinator Department of Vocational Education, Los Angeles

Much progress has been made in vocational guidance in Southern California during the last year. Much impetus has been given the cause through the re-organization of the Vocational Guidance Association of Southern California and a program of vocational guidance conferences which that association carried out during the last school year and is carrying out during this. During the last half of last school year, a series of six vocational guidance conferences were held in various sections of this part of the state, with the co-operation of certain industries and educational institutions.

The plan carried out during last year was to meet at some typical industry at 10 o'clock in the forenoon, spend two hours on a trip of observation, meet somewhere around a luncheon table, and there carry on a conference discussing the problems common to such industries and the relation the public school system bears to them. One of these conferences was held in co-operation with the Ford assembly plant in Los Angeles, another with the associated Chambers of Commerce of the San Fernando Valley, another with the Chaffey Junior College at Ontario.

This year the same organization has planned a series of ten vocational guidance conferences of similar nature, but with this distinction, that whereas last year groups of adult people attended the conferences and sat around the banquet table and talked to each other about their common problems, this year groups of young people are attending them and taking part in the discussions and even furnishing a major portion of the program.

The plan contemplates the organization of junior vocational guidance associations among the students in the various high schools of Southern California and the conducting of these conferences by certain of them in appropriate sections of this part of the state. The plan contemplates the attendance at these conference delegations of young people accompanied by a teacher or groups of teachers, from the different high schools. The dominant motive in the plan is to get the young people themselves who are to be benefited most by the conferences actively engaged in carrying them out. The plan contemplates further the co-operation of various types of industries, the conducting of trips of observations through their plants and participation in the programs. In this way the young people will see the actual tasks performed, the conditions under which the workers work, and hear from representatives of the work-a-day world about the opportunities and requirements in their respective industries.

It will be seen immediately that this will stimulate interest and study in this important field. It will spur the young people on to investigating and studying occupations for themselves and thus enable them to lay a foundation for the intelligent selection of a life career. Such a process is in essence vocational guidance in its truest and best sense.

According to the schedule sent out by that association, the first of these conferences took place at the Broadway Department Store in Los Angeles, with a group of students from the Polytechnic High School furnishing the major portion of the program; the second was held in Pasadena in co-operation with the Pacific Southwest Trust and Savings Bank and the Pasadena Junior College, at which time the student body of that institution planned and assumed charge of the program. The third of the series will be held at Santa Ana, the Santa Ana Junior College co-operating with the Chamber of Commerce in furnishing a day's program and considering the vocational opportunities in and around a city of 25,000. The fourth conference will be held during the winter meeting of the California Teachers' Association, Southern Section. An exceedingly interesting study of vocational guidance tests is being made by students in the Roosevelt High School of that city, and their experiences with such tests will be used as a basis for the discussion at this conference. Mr. G. M. Hoyt of the Department of Psychology, Los Angeles school system, will appear on the program, indicating the status and use of vocational guidance tests in the field of industrial occupations. Dr. T. W. MacQuarrie of the University of Southern California will discuss the present status of vocational guidance tests. It will be the purpose of this conference to arrive, if possible, at a more definite conclusion regarding the validity and use of certain tests to determine vocational fitness. The remaining six conferences on the schedule will be carried out in various sections of this part of the state and some particular phase of vocational guidance work will be stressed.

Such a series of conferences will help to clear the atmosphere of some of the hazy notions now surrounding the term "vocational guidance," for whatever else the term may signify, it must ultimately resolve itself into the fact that no vocational guidance is worth while that does not give the student such a fund of occupational information and such a variety of experiences that leads him to determine for himself the occupation to be taken as a life career. Such a foundation can be laid through a study of books, magazines, articles, trips of observations, and actual experiences. This series of conferences will strengthen that position.

Howard N. Tanner, principal of the Clearwater school, has a rather startling ruling in regard to who should participate on the school teams. Most schools make participation dependent upon a scholarship ruling. Mr. Tanner permits any pupil to play upon a school team who has attained 95 per cent in deportment He finds that it works. In final analysis a pupil 95 per cent perfect in deportment has had to occupy himself to the best of his ability, and is doing as well as can be expected in his studies. Mr. Tanner has many Mexican children attending school and this ruling is most just to them.

Wirt C. Williams, district superintendent of Glendora schools, has an enrollment of 550 pupils in his two schools this fall.

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CONFERENCE OF RURAL SUPERVISORS

Edna Orr James

The annual conference of rural school supervisors of California was held in Pasadena October 12-16, simultaneously with the superintendents' convention. The meeting was called by the president, Edna Orr James. Officers elected for the ensuing year were: President, Mrs. Ethel S. Ward of Shasta; first vice-president, Helen Hefferman of Kings county; second vice-president, Melvin Neel of Los Angeles county; secretary and treasurer, Miss Beulah Hartman of San Bernardino.

The program was so arranged in the matter of time schedule as to enable the supervisors to attend any meeting of the general session in which subjects applicable to their problems were presented. The speakers before the supervisors' session were all people who had a special message for their auditors. There was an attempt at unity and variety in the building of the program.

The state office was represented by Dr. Stolz, Miss Lang, Miss Van Hagen, Mrs. Gifford. Dr. Stolz discussed the ways and means of building up a health program that should react into health habits rather than health theories.

Mrs. Gifford gave a most clearly defined exposition of speech defects and the possibilities of their being overcome. Her message is one of sympathy, thorough understanding and of hope for those who are handicapped in life's race by defective speech. In the majority of cases the victim is suffering psychologically rather than physiologically, and when he realizes that his cure is in his own hands his relief is certain, according to Mrs. Gifford.

Miss Van Hagen was called away before she could meet with the supervisors.

Miss Mamie B. Lang, commissioner of education, spent a morning with the supervisors and their problems. She outlined her scheme of state-wide tests and measurements as a survey of conditions in arithmetic. Her plan is to discover lack of ability and its cause for the purpose of establishing remedial measures. Miss Lang presented helpful bulletins on other subject matter for discussion by those present. She desires an expression of opinion on the scope and variety of material desired in bulletin form. Under Miss Lang's leadership the meeting resolved itself into a discussion of problems in supervisorial work.

The teachers colleges of the state were represented on the program by Mr. Clarence L. Phelps of State Teachers College of Santa Barbara, and by Miss Frances Wright and Dr. H. W. Eby of the University of California Southern Branch. Mr. Phelps as a member of the Committee on Curriculum whose findings were read by Dr. Kyte, and as one of the participants of several eastern conferences on rural education, was awaited with interest. Unfortunately he was called away.

Adjournments to the general sessions were in order when the subject of curriculum were discussed.

Miss Wright, associate professor of music in the University of California Southern Branch, gave an interesting talk on new phases of musical education. Having just returned from a year of contact with the workers in education in Europe, her talk had much of international color.

Dr. H. W. Eby had a subject of wide scope—Problems and Methods of Rural Supervision. Dr. Eby is conducting the rural education classes in the University of California Southern Branch. With the help of California's rural supervisors, he has made a survey of the problems of supervision and his speech was his reaction. His plea was for a professional spirit among supervisors. Dr. Eby suggests that each teacher shall plan and carry out an original piece of work in her own county.

Miss Hefferman, supervisor of Kings county, explained the co-ordination that is being effected in her county's rural work with the State Teachers College of Fresno. Girls are being sent from the college into the county of Kings for rural teaching under supervision. It is the case of the real situation instead of the artificial one that more often exists in training experience.

Miss Edith King of Central Junior High School of Los Angeles presented a study guide on problems of American history that interested the superintendents greatly. The outline is a means of helping the pupils to an independent and profitable mode of study of history in which they should be interested. They would be guided to a degree of research and to the habit of thinking for themselves on cause and effect.

Through the courtesy of Mr. Mark Keppel and his supervisors, the visiting supervisors were taken in automobiles to visit schools in various sections of the county. The supervisors chose the type or types of schools they desired to visit, as the schools of Los Angeles county are noted for their progressive spirit, the visiting supervisors considered the day very happily spent. It was a consensus of opinion that a yearly visiting day in another than one's own county would be very valuable experience.

The last meeting of the conference was led by Dr. Raymond Franzen, who is assistant field director of research on curriculum and the adjustment of books to children's needs in Contra Costa, Mendocino, Inyo and other counties. His talk was on Adjustment as a Result of Tests and Measurements.

CARRY ON

On June 29 Santa Barbara schools suffered a terrific loss. In fifteen seconds $700,000 worth of school property was wiped out of existence. Over half of the rooms of the Junior High School, all of the stone building, were piled high in a mass of wreckage. Twenty-six elementary classrooms were damaged so they needed repairs and recleaning before school could open in them. Nearly all of these rooms had to be replastered before they were fit for occupancy.

Add to this task that of repairing the high school and six kindergartens, the offices, halls, corridors, libraries, supply rooms and auditorium of all the schools that were left standing and the rehabilitation work to be done is doubled in amount.

The Franklin school, supposedly unhurt, received $30,000 worth of damage. The McKinley school had to be placed on its foundation again.

Space will not allow the enumeration of all the damage or the work that was done before school opened.

The Board of Education had no money for this tremendous job and school was to open on August 31. Only four empty classrooms would be available on that date, so repairs had to be made.

There were only nine weeks in which to determine the damage; to decide upon the repairs needed; to select the method of making the repairs; and, most important of all, to provide money with which to pay for the work and materials.

The task was tremendous and every school official went to work with a will to do his or her share of the work.

Mr. F. F. Peabody, president of the Board of Education, after reaching New York on his way to Europe for the summer, returned to help, although he had received telegrams assuring him that it would be unnecessary for him to cancel his vacation trip. He has given all his time to the schools and to the welfare work of Santa Barbara.

With him, Mrs. Peabody returned and has given her time to raising a supplementary fund of $167,000 in Santa Barbara for the schools and charitable institutions that are to receive aid from the California Development Association. Her committee has already given over $20,000 to the school board for the schools.

In addition to this work, Mr. and Mrs. Peabody gave to the school board $12,000 immediately after their return so that repairs would not be delayed for lack of funds.

The other members of the school board have worked hard and long to get the schools ready for teachers and pupils. Mr. Geo. Edwards, vice-president of the board, is treasurer of the local finance committee that receives funds that are given to Santa Barbara. These people have not ceased work while there was so much to do.

Superintendent Stewart's vacation, the first in four years, was to begin the first of July and he canceled it to stay with the work that needed all his attention. Assistant Superintendent Ford, Miss Dengate, clerk of the board, and every one of the office girls gave up vacations and worked steadily to give all teachers places to hold classes. Office hours have been long and many Saturday afternoons and Sundays have been spent by these people that the children might have their opportunities this fall to an education.

Since drawing plans, specifications, and advertising for bids are long drawn-out processes and would have taken three months' time before work could have been started, the School Board decided to do all repair work by employing day labor. At times 160 men have been employed and over $15,000 in wages have been paid out in a week. Mr. Ford purchased on an average $1000 worth of materials a day, which were used as rapidly as purchased.

What are the results of this splendid effort?

Every school, with the exception of two elementary schools, and every kindergarten was ready to open on time. Every child in Santa Barbara is given an opportunity to go to school for a full session daily. By using the four extra class rooms and lengthening the school day the pupils of the two elementary schools are housed in other buildings. (Continued on page 11, column 3)

AN OPEN LETTER TO TEACHERS WHO ARE USING "PHONICS"*

To the Teacher of Phonics:

It is the consensus of opinion among supervisors and teachers that the wise use of Phonics may prove a very great aid to the child in his independent study directed toward recognition. We know that during the last few years there has been a tendency to eliminate the subject entirely throughout the primary grades. This has been due, no doubt, to the reaction that set in against the over-use of it and for a time prevailed, especially in the first and second grades. We have learned the folly of allowing children to spend long periods of time in pronouncing useless lists of words. Also our experimentations in the psychological laboratories show that the approach to reading through the phonetic method has a great tendency to slow up the reading process and increases rather than decreases the tendency on the part of the child to articulate.

For these reasons we find it advisable to defer the study of phonics until right reading habits have been established. From the very first day the child should begin to read through vitalized thought units, and short sentence wholes. Under the class method the teaching of phonics should not be attempted until near the end of the third or fourth month. Under the Individual Method the child may begin at the time when his reading habits have been well established; with some this may be at the end of the first month, with others it may be necessary to delay until the fourth month.

The first step toward a child's independence in word recognition is that he should master the sounds of the single consonants, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y. He will readily learn these with the minimum amount of help from the teacher through the use of pictures.

In teaching the sound of the letter b the child sets up an association of the sound of the letter with the picture of the word bed. He is told to pronounce the word bed and listen for the sound of the first letter b. He masters these sounds through association.

In the Individual Method each child has his own work-book. The picture of the bed is there before him. It is his to enjoy, to color, to copy, or to reproduce from memory at his own free will. Space is also arranged that he may print the letter he is sounding in manuscript writing fashion. Through sight, hearing, color, and by repetition the sound of the letter b is finally and permanently fixed in the child's mind. If, by chance, he should forget, with the book in his own hands he can turn back to the page on which the letter appears and can recall through these associations the sound of the letter without the help of the teacher. Thus the first step in independent thinking has been made.

Our trouble in teaching phonics has been that the child has had very little to tie to, should he forget. The work for the most part has been put on the blackboard and at the end of the lesson has been erased by the hurried teacher, who really must use the space for other pressing needs. With the book in the hands of the child, this difficulty is overcome.

When the single consonants have been mastered, one at a time through daily practice, the next step is to introduce the phonograms. These, like the single consonants, are taught through association with pictures. But here something more is added. A cheerful jingle, including words built up on the same phonogram is introduced. To illustrate the teaching of an we have the verse:

What will you be
When you get to be a man?
Will you be a baker,
With goodies in a pan?
I will be a lady
And smile behind my fan.

These jingles should be memorized, the picture should be colored, and the phonogram reproduced, either in script or in manuscript writing.

The phonograms used in Step II are those common to all primers, and include only those on which at least five words may be built. No matter what primer the child may use, he has a basic knowledge from this phonic book that can be applied to any text.

It is important that the phonic lesson be kept entirely separate from the reading lesson, preferably at an entirely different period of the day. Remember, we read for thought getting, but we study words phonetically for power in word recognition, which is a mechanical process, and as distinct from reading as spelling can ever be.

Young teachers are given this last precaution, "Be careful to avoid articulation." It is not f an fan, but rather fan, ran, man, each word being pronounced as one, not two articulate sounds or separate parts.

Another bit of advice—every child should own the phonic book he is using. It should be his undivided property to color and enjoy, and to refer to just as an older child refers to his individual dictionary.

Under this method you will be pleased to find your first year pupils reading many books, primers, first readers, second readers and story books. It is only after successful achievement you will realize how helpful the Individual Method has become.

I trust the book will bring to you and your pupils the rich joy and pleasure it has brought to the pupils and student teachers in the Frederick Burk school, the training school of our State Teachers College in San Francisco.

I might add one word more. The newer method in education is demanding a change in the type of text book we are placing in the hands of pupils. Our supervised study requires that this should be so. These should partake of the nature of a work book—ofttimes loose-leafed—and should in themselves provide situations whereby the learner may learn without too much tax and overstrain on the part of the already over-burdened teacher. This is being done in other subjects, language, arithmetic, etc.

Trusting you will find the little book a real help, I remain,

Very truly yours,
LILIAN E. TALBERT.

*PHONICS: A child's work book. Individual Instruction Series by Lilian E. Talbert of the San Francisco State Teachers College, with illustrations by Hilda Keel Smith.
Per copy ..... $ .40
In quantity $0.32
Harr Wagner Publishing Company,
149 New Montgomery street, San Francisco, Calif.

STUDENTS ARE YACHT BUILDERS AND STONE WORKERS

Dominant local industries inevitably effect the studies in the schools of any community. San Diego, Calif., for example, is on a bay which is large enough to give safe anchorage to 300 battleships, and it is rare that the harbor is without a considerable number of them. Many of the people of the city look to the ocean for their livelihood or for their principal diversion. The courses of the school shops reflect that condition. Nothing else in those shops arouses so much interest as the building of boats and of models of racing craft. Yachting enthusiasts and expert boat builders encourage this study and cordially cooperate with the shop teachers.

Similarly, in Bedford, Ind., the center of a great quarrying district, stone drafting and stone working are strongly emphasized. The senior high school has a complete equipment for planing stone and for shaping and dressing it, and the vocational courses offered are of the most practical character. Numbers of the boys elect those courses, for they are not only of great interest in themselves but they lead to remunerative work after graduation.—School Life.

Open to students of all countries, the American School Citizenship League will hold a World Essay Contest, 1925-1926, for which two sets of prizes, to be known as the Seabury prizes, are offered for the best essays on one of the following subjects:

1. Open to students in normal schools and teachers colleges—"Methods of Promoting World Friendship Through Education."
2. Open to seniors in secondary schools —"The Organization of the World for the Prevention of War."

Three prizes of seventy-five, fifty and twenty-five dollars will be given for the three best essays in each set.

Information concerning literature on the essay subjects may be obtained from the Secretary of the League, 405 Marlborough street, Boston, Mass., not later than June 1, 1926.

Many teachers in the United States make the writing of the essays a part of the regular school work, and send to the League the best essay in the school.

The Citrus Union High School opened this year with the largest faculty and number of students in attendance that it has ever recorded. The Junior College also has a larger attendance and the enrollment includes students from surrounding communities, Monrovia, Covina and Bonita.

(Continued from page 10, column 3)

Teachers and pupils of Santa Barbara appreciate what has been done and from every school comes encouraging reports that the work is starting better than ever, and that the pupils are settling down to studies quicker and more easily than in the past.

The spirit of Santa Barbara and its rebuilders is in the schools, and teachers and pupils will carry on and make this a most successful school year.

—The Santa Barbara City Teachers' Association Bulletin.

THIRD BIENNIAL CONVENTION OF CALIFORNIA TEACHERS ASSOCIATION, SACRAMENTO OCTOBER 19 TO 23

Charles C. Hughes, as president, and Mrs. Minnie Gray, as secretary, arranged an excellent general program, with Miss Florence Hale, rural supervisor of the state of Maine, as the star attraction. The chairmen of sections were as follows:

Rural Elementary Section—Mrs. Vivian L. Long, Superintendent of Schools, Plumas county.

City Elementary Section—Mr. W. T. Eich, Principal Elementary Schools, Roseville.

High School Section—Mr. James Ferguson, Principal of Chico High School.

Commercial Teachers' Organization—Mr. E. N. Shadwick, Sacramento High School.

High School Agriculture Organization—Mr. Thomas J. Roesman, Principal Gridley High School.

Elementary Principals' Organization—Mr. H. P. Short, District Superintendent of Schools, Benicia.

Science Teachers' Organization—Mr. W. W. Gayman, Sacramento Junior College.

Music Teachers' Organization—Miss Ruth Marguerite Phillips, Supervisor of Music, Sacramento county.

California Home Economics Association, Northern Section—Mrs. Frances Lawrence, Sacramento Part Time High School.

Executive Committee was as follows: L. P. Farris, Mrs. Minnie R. O'Neil, Chas. C. Hughes, Miss Lottiellen Johnson, Mrs. Minnie M. Gray, Mrs. Sabra R. Greenhalgh, George T. Berry, Chas. F. Schwoerer, Halbert H. Sauber, E. J. Fitzgerald, S. M. Chaney, Mrs. Julia A. Norwood, Mrs. Ella Austin, Miss Irene Burns, Mrs. V. L. Long, R. E. Golway, Mrs. Charlotte Cunningham, Dan H. White, Paul Henderson, Miss Jennie Malaley, Miss Harriet Lee, E. A. Powers, Miss Lauretta Ferguson, Miss Anne Currie, Geo. P. Barnes, Miss Ella McCleery, Miss Celia Dahringer.

The Committee on Resolutions expressed appreciation of President Charles C. Hughes and other school authorities. It praised the hotels, those who furnished entertainments, especially musical organizations. It passed resolutions of respect to the notable dead of the past year; commended the curriculum study; condemned war; asked that more emphasis be placed on character education; approved the National Education Bill, and asked the teachers to loyally support local, state and national associations.

COMMITTEE ON RESOLUTIONS.
(Signed) Harriet S. Lee,
Irene Burns.
Charles H. Camper,
Halbert H. Sauber,
Sabra R. Greenhalgh,
J. B. Overturf,
Curtis Warren, Chairman.

Sacramento, Calif., October 23, 1925.

PICTURE TESTS IN GEOGRAPHY

Nothing seems to liven our teaching so much as the use of pictures and the making of maps. In the recent study of the United States in detail, we made quite an extensive study of pictures. Of course, there are many available in supplementary geographies, the National Geographic Magazine, railroad folders, advertisements, tourists magazines, stereopticon views, post cards, and many other sources.

When we were completing our work, I announced to the class a picture test. I cut these pictures from various magazines and folders, also advertisements and placed a number on each. Questions were also placed on each picture as: "What?" "Where?" or "What state, states or group is noted for this product or industry?"

Some of the pictures used were Colorado Canyon, Niagara Falls, cotton field, branding cattle, oil fields, Statue of Liberty, oil derricks of California, prominent buildings of Washington, Old Faithful Geyser, sheep, salmon cannery, peaches, grapes, grapefruit, oranges, beet sugar, lumber camps, flour mills, cactus plants, salt, granite works, glass blowing, and stock yards. Of course there are many others that might be used.

—From Magazine Service National Council of Geography Teachers.

The Music Appreciation Course established and directed for the past three years by Miss Estelle Carpenter, director of music in the public schools, San Francisco, gave proof of its beneficial results when 7000 children from the Girls' High, Mission High, Part Time High, and Polytechnic High Schools attended the symphony concert recently. The children listened with attention to the numbers as they had studied them with their teachers under Miss Carpenter's direction. San Francisco is the only city that includes in its curriculum free symphony concerts. The Board of Education has engaged the San Francisco Symphony for these concerts. The concert is compulsory and held in school time.

Overworked Teachers!!

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BASED on well established principles of educational psychology, it will save the teacher as well as the student a great deal of misdirected labor, worry and fatigue.

Some of the Topics Covered:

The Technique of Effective Study.
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How to Study Literature.
How to Study Science.
Developing Concentration and Efficiency.
Examinations and Lecture Notes.
The Athlete and His Studies.
Advantages and Disadvantages of Cramming.
Why College, and After College, What?
etc., etc., etc., etc., etc., etc., etc., etc., etc.

Why You Need This Guide

"IT is safe to say that failure to guide and direct study is the weak point in the whole educational machine."—Prof. G. M. Whipple, U. of Michigan.

"Misdirected labor, though honest and well intentioned, may lead to naught. Among the most important things for the student to learn is how to study. Without a knowledge of this his labor may be largely in vain."—Prof. G. F. Swain, M. I. T.

"To students and teachers who have never learnt how to study, work is very often chastisement, a flagellation, and an insuperable obstacle to contentment."—Prof. A. Inglis, Harvard University.

"Academic psychology with its highly productive resources gladly owes to these students the obligation of giving all it can to make this learning process easier, more pleasant, and more productive."—Prof. G. V. N. Dearborn.

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A CALL FOR A NATIONAL CO-OPERATIVE PLAN OF CURRICULUM REVISION

Supt. F. F. Martin Addresses Teachers at Opening of School Term

Greetings to you at the opening of another school year!

After a summer of rest, travel or professional advancement, we are gathering for another year's work with the future citizens of California. The coming together of such a force is not only inspirational but impressive. Much responsibility rests with you in the moulding of character and developing of personality, as well as increasing the mental attainments of each and every child. The success of the year's work ahead of us rests with you. A challenge is offered to you by every child who sits before you in a classroom.

The World War made our nation conscious of our failures in **Civic Education** in many respects, and we are still awakening to the conditions of illiteracy, not only among our native Americans but also among our foreign born. The great problem of assimilating our foreign population is solved only through the process of education. These alien people dwell among us and must be made one of us through the common channel of education. Mutual understanding is the basis of our enlightened citizenship. The culture of each race which is represented among us should be expressed in terms that each of us may know and appreciate; and such race contributions to our social fabric makes for a stronger civic body.

The organization of all the lines of activity in our great commonwealth has secured for us world leadership. "The keystone of the arch of democracy is education," says Dr. Wiliam Bagley of Columbia University. The very foundation of our Republic rests upon our public schools and the strategic position which our educational system occupies is one that concerns every right-thinking citizen of our nation. We need a much greater unifying of our educational system than is found at present. The "State Rights" question of bygone days has kept much of our so-called expansion within state boundary lines, and little federal aid has come to each of the forty-eight states in our Union. The idea of an educator occupying a portfolio in the President's cabinet is rapidly making strides in the lay mind, and in a surprisingly short time we shall see the loose ends of the golden threads brought well together in a better and more concise curriculum for each and every state.

The greatest problem confronting us today—that is, within our own ranks—is the remodeling of our curriculum to the extent that it must be a nation-wide move, as well as a state or local action. Briefly we may call it a "National Co-operative Plan of Curriculum Revision." The technique of such a plan will be filled with many details, and much time will be occupied in carrying it to completion, but by the concentrated efforts of all it will be accomplished.

Locally we need a more mutual and human understanding of each other and our work. When we truly analyze the situations with which we have to contend daily, and thoroughly grasp ourselves from that endless rush of affairs which we feel must be accomplished today, then do we begin to know as we are known—to give and take in life's problems, or more truly to practice the Golden Rule.

In many respects ours was a very successful year which closed last June. We were able to attain many fine objectives in our academic and experimental work. We trust that this same service may be expended in a more systematic and effective way for the coming year. Much satisfaction comes to all of us from the results of a piece of work well done and particularly one in a new field.

Many new faces have joined our happy, but ever-growing family this year. We know your minds are now centered on the many problems confronting you next Monday and Tuesday. They are not so great as you perhaps picture them at this time. As you come to know your principals and supervisors in the near future, who will help you over so many of your obstacles, you will feel that a routine is an easy matter to establish. I trust that your difficulties in this respect will soon be dispelled, and that adjustment to regular work will soon be accomplished.

HUMANE EDUCATION

To Superintendents of Schools in California,

Humane education is one of the statutory studies of the school law in California. Initiated in 1901, it is firmly established in the new law of May 22, 1925. All the State Superintendents of Public Instruction have added their personal recommendations of humane education. But there has never been an official outline on this topic.

Humane education reaches from kindness to animals on the one hand to peace with all nations on the other. It is fundamental. Book knowledge is of small value without it. Society first said that needless suffering of animals should be prevented. Society now says that children must not be permitted to cause pain because of the effect on the children themselves.

Certain days of annual observance are definite opportunities:

National Child Labor Day, the last Saturday in January,

Bird, Arbor and Conservation Day, March 7.

National Humane Week in April.

Every patriotic anniversary can be made a lesson in peace and internationalism.

I repeat my own recommendation, which was first made in 1900, that humane education be placed annually on the programs of state, county, and city conventions. One plan that has proved useful has been a round table discussion led by the superintendent in person, or by a teacher.

A young mother told me recently that children of all ages are affected by the stimulation that surrounds them in city and country. She said that even children three and six years old are like former children of six and nine years old. I believe this is true. It makes me urge more strongly than before that children of all ages be taught to be humane.

Yours for humane education on convention programs.

ALICE PARK,
Secretary, American Humane Education Society.

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California has a larger membership than any other state in the National Congress of Parents and Teachers—129,212 out of a total membership of 875,000. One hundred and ninety-three new associations were organized in the state this year.

RESEARCH WORK IN THE PASADENA SCHOOLS

(The following article from the Pasadena Star-News throws light upon what the aims and ideals of one city are in educational research.—Editor.)

That departments of educational research in city schools, although of recent origin, fill an important function in modern educational development is the contention made by W. Hardin Hughes, director of research and guidance in Pasadena city schools, who states that there are a variety of ideas as to what the functions of such departments should be. Professor Hughes herewith outlines what he considers to be a workable program for research and service in Pasadena.

"The director of research should be as free as possible from administrative duties. It has been said that in most of the cities directors of research have become so much engaged in administrative activities that they have no time for actual research. This probably accounts for the fact that too many of the research studies carried on in city schools have been shallow, barely touching the surface of the problems involved, and frequently consisting of mere tabulations of data without proper interpretation. The writer greatly appreciates the freedom given him to work intensively on research problems.

"The scope of research in the Pasadena city schools should be broad. Wherever the question of efficiency is involved there is the place for research. It is desirable that the director be engaged in continuous educational survey. This function of the department should have for its purpose, (a) instructional efficiency, (b) organizational efficiency, (c) material efficiency, (d) and personnel efficiency. (If these terms do not include all possible types of efficiency, others should be added.)

"The following specific activities should be included among those suggested for our research department:

"1. Size of class. What is the best size of class for efficiency? Are there small class teachers and large class teachers? Can the latter get as good an average product in the way of learning as the former? If so, would it not be desirable to secure and retain the large class teacher at a liberal salary and let the small class teacher go elsewhere or be paid according to her product? There are many angles to this study. The research department is planning some controlled experiments in this connection for the coming year.

"2. Study. Have we made adequate provisions for study in our schools? Are schools organized and equipped for study or for recitation? Is the school a place where pupils come to tell about what they have learned elsewhere or is it a place where they actually learn? Is emphasis being placed on habits and methods of study or chiefly on information acquired? How shall we secure a greater co-operation of school and home in matters of study? This is a pressing problem and one which might well receive careful attention.

"3. Differentiation of Work. It is not good business to pay high salaried people for doing what smaller salaried people can do better. One of the reasons why teachers object to large classes is because of the drudgery of marking papers and making records. Why not experiment to find out whether it would be possible (1) to substitute standardized tests for much of the ordinary examinations. (2) to have these tests scored and tabulated by clerks who are paid less than one-half as much salary as teachers, and (3) to add enough pupils to each class to pay for this extra clerical help? This is an experiment the research director wishes to undertake on a small scale during the coming year.

"4. The Gifted Child. The time is ripe for an attempt to provide more adequately for the gifted child. During the coming year we should have a small number of experimental classes in which to bring together children of extraordinary ability and promise. In these classes the content of the courses should be enriched and opportunity provided for accomplishment in proportion to the abilities of these gifted children. We have been collecting data concerning such children and the department will be in position to supervise a small number of experimental classes.

"5. Organization. As compared with other systems, what are the advantages or disadvantages of organization here? Are the relationships of the different parts logical? Are they consistent with the scientific principles of administration?

"6. Costs. A comparative study of 'per unit' costs should be made in the various departments and schools. What are the relatively expensive departments and why? As compared with other systems, are we paying too much or too little per unit for the different types of education? If we are spending more than they are spending elsewhere for a given type of education, what extra values are we getting in return? If we are paying less, is the educational product here just as good, or poorer, or better? From the standpoint of administration and supervision, is our system top-heavy or top-light? If top-light, what are we neglecting? If seemingly top-heavy, what are the extra returns, if any, in educational efficiency?

"7. Publicity. The research department should serve as a clearing house for the findings of these investigations. These should be placed in the hands of those in position to modify practice according to the conclusions arrived at. Through our Educational Research Bulletin, during the past three years, we have attempted to place before teachers, principals, and other school people some of the results and interpretations of local research studies. The Superintendent's Annual Report is another legitimate channel for the dissemination of research studies. This, in the opinion of the writer, may become an invaluable record of continuous educational survey in Pasadena. The director appreciates the responsibility, which has fallen to him, of collecting and editing the contents of this publication. Other types of publicity might well be cared for by this department.

"8. A Practical Research Library. The department should bring together a workable library containing published surveys, reports, and books in the field of applied research, and the director should be familiar enough with these studies to make them of practical service to the administration.

"9. Theses. The department is also in position to be of service to teachers who care to work out practical theses for the master's degree at the university. In this way both the teacher and the system would profit. Some of the topics suggested above are suitable for thesis work.

"10. Other Activities. Many other activities of an investigational character naturally fall to the research department. Some of these, however, will gradually be taken over by the regular workers of the system. Educational testing, for example, is research only in the earlier stages of its use, but after the value of testing has been proved and teachers have become trained and accustomed to give and interpret tests, testing becomes one of the regular functions of the school. Until this stage is reached, however, the educational testing program should be under supervision of the research department. There is still

(Continued on page 17, column 2)

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WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

The Pala school district near San Jose has voted favorably upon a $36,000 school bond issue. Land is to be purchased and a four-room school is to be erected with this fund.

The new George Washington school in West Burbank recently held its formal opening. Mrs. Estelle Sproule and Miss Olive Draper are the teachers in charge in the first four grades. It is said that a kindergarten will be added in the near future.

Forty-eight future "schoolma'ams" and masters who are now seniors in Pomona College begin their practice teaching in the city schools of Ontario, Claremont and Pomona in the near future. Applied teaching work is limited to a select group at Pomona College.

Plans for the new buildings of the John Swett Union High School in Crockett were determined upon recently at a conference and bids will be called for immediately after the sale of the $450,000 worth of bonds voted for October 15. The auditorium of the new building is to have a seating capacity of 1350 people and the stage is to have enough equipment for the presentation of either a moving picture or a drama. The manual training shop is to be built two stories high, resembling a modern factory. Temporary partitions will be used in place of walls so that they may be adjusted to needs as they arise.

A six-room school building costing $25,000 is to be built at Hayward Booster Park, in Alameda county, in the near future.

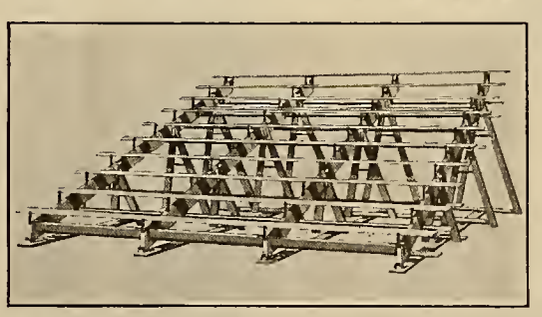
Supported by the county emergency fund, under the direction of the Fresno County Superintendent of Schools, Clarence W. Edwards, portable schools will be used in the cotton districts near Mendota and Firebaugh this year. When the cotton pickers go to work it is impossible to send their children to school and so this new method will be tried out this year.

In this way it is believed possible to meet the migratory pupil problem. Another wider and broader aspect of the same thing is the standardization of courses throughout the state so that a student moving from one place to another can use the same books in the same grades and know about where he will stand.

Shoe repairing is a part of the curriculum of the Memorial Junior High School of San Diego, Calif. The course is thoroughly practical, and the 10 lessons comprise a study of foot anatomy, as well as grades of leather, classification of shoes, and the actual work of repairing. One unit of university credit is allowed for the completion of the course and a state credential to teach the subject.

Building of the first unit of the new high school at San Luis Obispo is to begin in the near future. The unit is to cost $100,000, it is reported.

PORTABLE BLEACHERS



Football and Basketball season are now in full swing, and your only problem for a successful year, perhaps, is trying to seat the crowds.

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Official announcement of the adoption of the group-college plan by Pomona College, the incorporation under the laws of the State of California of the "Claremont Colleges," and the personnel of the Board of Fellows for the new colleges, was made simultaneously at Washington, D. C., and Claremont, recently. The Washington announcement was made by Dr. James A. Blaisdell, president of Pomona College, before a group of prominent eastern and western educators and Pomona alumni gathered at a banquet in the University Club in the Capitol City.

Plans for the new $400,000 high school building to be built in Beverley Hills are under way. An architect has been commissioned by the Los Angeles Board of Education to prepare the plans, it is declared.

Contracts for additions to schools and preliminary plans for the new intermediate school in Glendale were some of the business completed at a recent meeting of the Glendale Board of Education. Lawrence E. Olson was made a member of the Board following the resignation of E. H. Learned. R. D. White is superintendent of schools.

Nathan F. Smith, principal and superintendent of schools in Monrovia and later holding the same offices in Alhambra and Van Nuys, passed away recently at his Santa Monica home. School flags were at half mast in the three cities as well as in Pasadena in honor of the school master.

Completion of approximately $250,000 in grammar schools at Wilmington is expected within the next week or two. The new Wilmington Park school will be the first to be occupied, it is said. John Marbut is principal of the new school.

The city attorney of Sacramento recently ruled that no charge should be made for the use of school auditoriums to a body of citizens when no admission fee to entertainments or meetings is charged. It is stated that the school district must pay for heat, light and janitor service when the auditorium is in use. Charles C. Hughes is superintendent of the Sacramento school system.

One person out of each 138 of the whole population of Nevada is a full-time student of the State University.

The following speakers have been selected to appear before the Bay Section Teachers at their annual meeting in Oakland, December 14-17:

Frank D. Boynton, Superintendent of Schools, Ithaca, N. Y.; Dr. Elwood P. Cubberley, Dean of the School of Education, Stanford University; Arthur Dean, National Arts Club, New York City; Walter F. Dexter, President of Whittier College, Whittier, Calif.; John Guy Fowlkes, Associate Professor of Education, Wisconsin University; James W. Foley, poet and humorist, Pasadena; Harry Lloyd Miller, Associate Professor of Education, Wisconsin University; Margaret Slattery, Malden, Mass.; Dr. Edward A. Steiner, Grinnell College, Grinnell, Iowa; Mark Keppel, County Superintendent of Schools, Los Angeles; Will C. Wood, Superintendent of Public Instruction, Sacramento; Fred M. Hunter, Superintendent of Schools, Oakland.

In addition, over one hundred teachers, administrators and officials will be scheduled to speak before the various groups.

COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

Library Notes

California librarians were grieved and shocked to hear of the death of Mrs. Gillis, devoted wife and help meet of James L. Gillis, former state librarian. Whatever may be our ideas of immortality we can not but feel that in the undying affection and esteem of those whose lives in any way touched theirs they have achieved immortality.

Miss Wilhelmina Harper, children's librarian of the Kern County Free Library, in collaboration with Professor Hamilton of the University of California, has prepared a series of "Modern literary readers" from the third to the eighth grade which has been accepted by the Macmillan Company and will shortly be published. Her graded lists of books prepared for the Kern County Free Library are being asked for by libraries all over the country as far away as Alabama and Michigan. These lists aim to include not merely classics but some of the newer titles of value, and carry a suggested list of credit points for the guidance of the teacher in evaluating the reading of each child.

Miss Bertha Taylor, librarian of Willows public library, was appointed librarian of Amador County Free Library on November 2, the appointment to take effect as soon as Miss Taylor can arrange to leave Willows.

WHAT AN ENGLISHMAN THINKS OF CALIFORNIA'S COUNTY FREE LIBRARY SYSTEM

In these hectic days of trying to meet all the demands of the schools for supplementary material, and of realizing that no matter how many thousands of books are sent out, there are still unfilled or delayed requests which are making the library unpopular with the schools for the time, it is refreshing to get a whiff of something besides criticism.

Mr. John Malcolm Mitchell, secretary of the United Kingdom Trust, and member of the Departmental Committee on Public Libraries for England and Wales, who has been touring the United States visiting libraries, writes in Scribner's an article on "The Public Libraries of America," from which is quoted the following: "The chief interest to a British student of libraries is the evolution of the county system, which, allowing for the obvious difference in scale, has made such striking progress in the United Kingdom. The system is ten years older in the United States and though it has not as yet covered anything like so large a proportion of the country, it has in at least one state, advanced to a high degree of efficiency. This state is, of course, California, where the system devised by the far-seeing Mr. Gillis is developing under the devoted and skilful management of Mr. Milton J. Ferguson. The basis of the county system is too familiar to require description: it is enough to remind readers that its purpose is to distribute collections of books from a central depot to small places in which it is economically impossible to maintain an adequate service.

"In California, however, there are two or three features which especially call for admiration. In the first place one is filled with amazement at the remoteness and inaccessibility of many of the local centers. Books are taken on pack animals to lonely schools on the roadless Pacific slopes, to mining villages high up in the Sierra canyons, to small clubs far away from railroads and ordinary lines of motor transport. A few counties in the British Isles—e. g., Donegal, Argyll, Sutherland—have similar problems, but in California the system is literally marvelous. It is an educational service of the highest quality, achieved under almost unique topographical difficulties.

"The great weakness of the county system, namely that it can only provide in the ordinary way books of general interest, is overcome in California by the loan system, under which the State Library, in Sacramento, acts locally for the state as the Library of Congress acts for the nation. If the county librarian of Monterey or Los Angeles is unable to meet a reader's requirements in any subject of serious study, application may be made to Sacramento, and if even the State Library can not provide the necessary book, the request can be transmitted to a higher source—ultimately to the Library of Congress. Moreover, the system of 'union catalogue' is in local operation both internally in the counties and collectively in the states, so that no outside application is made until local resources have been thoroughly tested.

"A third feature of the California system is the wise policy adopted by small-town boards of entering into integral relations with the county scheme. A town with a small tax valuation is grievously handicapped in the attempt to provide a balanced collection of books independently. It is far more economical, and likewise more efficient, to have access to a large loan collection of literature in addition to maintaining an adequate nucleus of standard works. Both the town and the county benefit by broadening the basis of supply, and co-ordination is an economy to both."

Careful as has been Mr. Mitchell's survey of American public libraries, there seems to be one point upon which he has not been fully informed, for he asks the question: "Have the various authorities concerned sufficiently considered the relation which should exist between the public library and the boards of education as regards the supply of reading for children of school age? In practically every town provision is made—ample and generous provision—for children in the library; children's rooms are almost universal, and even separate buildings are provided, children's librarians are specially trained. But the supply of actual school libraries is apparently unsystematic; there is no consensus of opinion as to their proper place in the scheme, and under whose aegis they should be selected and administered."

This condition is doubtlessly true of many cities and towns, throughout the United States, yet there are certain large city libraries in the East that sent carefully selected collections of books to the schools many years ago and have continued this service from year to year, and in California one large and expensive part of the work of the county library is this service to schools. Several of the county libraries have trained children's librarians in charge of the children's department. She selects the books to be purchased, gathers and ships out children's books to all the branches and schools. Indeed, the only excuse which the librarian could give for the thankless task of handling wholesale shipments of supplementary books of some one else's selection, is the chance it affords for the librarian to get into closer touch with teachers and pupils through the books sent to the school for the home reading of the children. Herein lies the real service to the school, that each class room of boys and girls in a school remote from a branch library may have books just as carefully selected for their use as are

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those in the main library or its largest branch.

California is generous to her children. She gives them free text books, but at the end of the term little Harold and wee Marguerite may not tuck their books under their arms and take them home to pick up during vacation time. Ah, no, each book must be returned to the school for safe accounting to the state and to be used later by small Antonio and Carlotta, and if father or mother wants to see what either child is studying and render a little timely first aid, it cannot be done for there is no school book available for reference. The same thing is true of the text books and supplementary books provided by the county library. They, too, must be accounted for and returned to the library, and the child cannot, even if he would, refer to any school book during the summer vacation. Those of us to whom the old school books are still precious possessions often referred to during the years, will pity the publicly-cared-for child who has not such privileges. Even the purchase of a state text book is so difficult that only the most persistent parent has the courage to tackle the proposition. We use the word "text-book" advisedly with reference to the county library, for in spite of free state text books, if the board of education of a county prefers some newer, better book for basic use in any subject, the state text remains in the school as a form only while the county library is asked to supply to each child the preferred text book. Then there are subjects in which for some reason the state seems unable to supply suitable texts, for example, civics and sixth grade histories, and woe betide the library that is unable to purchase and supply pronto the desired number. If the county library had the authority to demand, as does the state, that the teacher send in the required number of books at the close of the school year, in each subject for the coming year, the library could gather the books during the summer as does the state and have them ready for shipment just before the opening of school. But changes in the course of study are made in July; later the new manual is published, and the librarian proceeds to buy the books. The teacher sees it first the day that school opens. Then every teacher makes her requests for a specific number of copies to meet her needs, and the library is literally snowed under, and must either spend hundreds or even thousands of dollars in extra help or else some teacher has to wait for her supply of books even though every member of the library staff is working overtime. The teacher naturally is worried because her class is getting behind in some subjects, examinations are looming, grades are being made of both teacher and pupil, and everybody is unhappy.

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William F. Ewing, principal of the Pasadena Junior College, was elected president of the Southern California Junior Conference at the annual meeting of that organization held at Pomona Junior College in October. L. F. Boice of Fullerton Junior College was elected vice-president. A permanent constitution was adopted by the more than fifty delegates present at the meeting.

(Continued from page 14, column 3)

much to be done in preparing teachers and principals to carry on their own educational testing programs. The same is true of the mental testing. But, on the whole, the activities of the department should be constantly shifting. Attention must necessarily shift from one group of problems to another. The success of research will depend, in large measure, on the ability of the director to secure the co-operation of individuals and groups of individuals in an attempt to solve such problems. He must be prepared to discover and to analyze problems. He must also know the technique for attacking these problems and assist others to acquire this technique.

"This, in brief, is the writer's conception of the functions of research in the Pasadena schools. The program as tentatively outlined cannot be completely realized; but it indicates what the director of research would like to accomplish."

There will be 132 new class rooms available in the Pasadena elementary system when present construction work ends, it was stated by Superintendent John Franklin West, recently. On the forty students to a room basis, this will accommodate 5280 more students in the elementary system than has hitherto been the case. In the junior high schools fifty-one new rooms will accommodate 2040. Approximately 1000 students will be housed in the McKinley Junior High and the Edison School when completed. These totals do not include kindergarten accommodations.

There were approximately 650 instructors in place when schools opened in Pasadena, this fall. An interesting feature of the high school is that every girl is required to wear a uniform. The high school uniform consists of white middy with blue serge collars and cuffs; blue serge or white cotton pleated skirts; black sailor ties.

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Herbert L. Healy—General Supervisor of Kern County Schools, Bakersfield, California.

"Please accept my special thanks for the new Horn-McBroom Learn-to-Study Reader, Book Three. The careful workmanship on the part of authors and publishers is evident and very satisfying to those of us who have worked with Doctor Horn and who are trying to carry out his ideas in training for the reading abilities."
Frances R. Dearborn—Supervisor of Third and Fourth Grades, City Schools, Los Angeles, California.

"The children have enjoyed so much Book One of the Learn-To-Study Readers. I hope by another year to have the set. They had heard so many times the stories of the 'Red Hen,' 'Three Pigs,' etc., that this entirely new material was most welcome. They especially liked the riddles. One boy begged to take the book home to read to his father 'How to Take Care of a Dog.' The children were not only learning to read, they were getting useful facts, of politeness, safety rules, history, etc."
Viola C. Newell—Grammar School, Tustin, California.

"Personally we cannot speak too highly of the Horn-Shields Flash Cards and the Learn-To-Study Readers. In a circular letter to the principals of our County Schools we have asked each one to include in their District Order a set of these Cards, and we have the Learn-To-Study Readers on the list which we are submitting to the County Librarian."
Beulah M. Hartman—Assistant County Superintendent, San Bernardino, California.

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BOOK REVIEWS

THIS SINGING WORLD, Modern Poems for Children, selected by Louis Untermeyer, with illustrations by Florence Wyman Ivins: This beautiful volume, beautifully illustrated, beautifully named, contains truly beautiful material. It is a compilation of the modern in poetry that is worth while and it is a relief from the volumes of standard material to which we are very properly accustomed. As the author says in his introduction, "You won't like all of these poems," but there is such a variety that the poet, the dreamer, the musician, the student, and, in fact, everyone, old and young alike, is sure to find some poems that seem to have been written just for him. Untermeyer defines his accomplishment in this volume as "poetry plus people equals education plus enjoyment." The material is grouped under the following heads: Songs of Awakening; Breath of the Earth; Surge of the Sea; Open Roads; Common Things; Places; Children; Other People; Birds and Beasts; Fairies and Phantoms; Words and Music; Whims and Phantasies; Tales and Ballads; Laughing Legends; Fables in Foolscap; Rhyme Without Reason; Croons and Lullabies; Stars to Hitch To; Christmas Candles; The Heroic Heart. Some of the contributors are Vachel Lindsay, Carl Sandburg, Amy Lowell, Opal Whitely, Christopher Morley, Walt Whitman, Louis Untermeyer, Joaquin Miller, Edwin Markham, G. K. Chesterton, and many, many others whose singing words have caught the world's fancy. (Harcourt, Brace and Company. Price $3.00.)

THE HAPPY FAILURE, by Solita Solano: The portrayal of the struggle of a young man while trying to fit into his family's conventional groove is presented in quick-moving style in this book and the development of the man's character in merely determining to lead his own life, touches the quick in those who dream of the lives they should like to live—had they the courage. That following one's inclination may lead to success in material things, as well as in love and soul happiness, is a point well-brought out. Timothy is, in fact, a "different" young man, but he has a song in his soul which must be sung. Timothy finds love and happiness, and the relation of how he found it, makes an interesting story. This book fills one of the great purposes of reading—it entertains. (G. P. Putnam's Sons. Price $2.)

THE EDUCATION OF SALLIE MAY, by Fannie Kilbourne: A novel plan of educating herself by studying with a young man the things from his college course that he had not forgotten, was the plan of Sallie May, beautiful and successful movie actress. Her purpose was to educate herself so that the man whom she loved need never be ashamed of her. Her argument, in this means of educating herself, was that she only had six weeks in which to accomplish her plan, and that, since so many people went through college and remembered little of their studies, it was just as good for her to learn the things that had stuck in some clever person's memory. Sallie May "started something" when she started her education, for everyone concerned in her story. How she finished it all is purely amusing and completely entertaining—and it was particularly so for her tutor. (G. P. Putnam's Sons. Price $1.50.)

JONES SELF-CORRECTING PROBLEMS, by F. D. Jones; for second, third, fourth and fifth grades: These books are labor-saving tools for teachers and pupils and each book is worked out to answer the particular need in each grade. The work can be obtained in card or pamphlet form. Some of the points in the material are: each problem has a key and is self-checking; problems do not have to be copied; individual graphic score sheets go with each book; mistakes when once found will not be repeated and thus imprinted upon the mind; a puzzle-interest attracts the child to this method as does a game. There is much that may be said in explanation of this method, which is already being widely used in the schools, as its logic and saving of work is most gratifying, combined with the other good points. Mathematics take on a new meaning here and no teacher should decide to be either with or without this material until she has looked it over carefully. (Jones Mfg. Co., Alhambra, Calif. Price per book, $.30.)

JOB SHEETS IN WOODWORKING, by Arthur G. Brown and F. E. Tustison: Material for two semesters' work is included in these illustrated sheets, which provide for individual instruction. (Bruce Publishing Co., Milwaukee, Wis.)

SAFETY FIRST PICTURES TO COLOR: Drawn by Matilda Bruer. Water colors or crayons can be used for these seat-work cards that are not merely for amusement or busy-work. The cards have a real purpose and should give children ideas on safety and common sense which more lengthy lessons fail to fasten. (Hall & McCreary Co., 430-432 So. Wabash Ave., Chicago. Price $.16.)

THE VISITING TEACHER MOVEMENT, by J. J. Oppenheimer: This pamphlet is written with special reference to administrative relationships. Organization of the movement, scope and activities are all discussed. (Joint Committee on Methods of Preventing Delinquency, 50 East Forty-second street, New York. Price $.75.)

THE CONSTITUTION AT A GLANCE; Outline Analysis, With Explanatory Notes by Henry B. Hazard and Margaret D. Moore: A single sheet in the form of a chart which presents an analysis of the U. S. Constitution. (Henry B. Hazard, Lock Box 1919, Washington, D. C. Price $.75.)

GILES RECITATION SCORE CARD, by J. T. Giles: Provides a means for giving definite numerical rating to the recitations of teachers in all grades. It is designed for use of superintendents and supervisors as well as for teachers. A manual of directions accompanies a package of 25 cards. (World Book Company. Price $.50 per package.)

MUSIC AND YOUTH is a new magazine which claims to be the first music magazine for young people in America. A junior music club, articles by musicians, stories of the lives of some great musicians and how they attained success, material on stringed instruments and orchestras and a number of other subjects of interest to those musically inclined, whether they play an instrument or not, are included in this initial number. The magazine is beautifully illustrated and contains certain musical selections which are illustrative of some point. The wide range of material, its high standard and interest-value, its originality and charm, all point to success in this new musical endeavor. A tour through Europe is offered to the person who gets the most subscriptions to the magazine between now and March 1, 1926. (Evans Bros., Arlington House, 16 Arlington street, Boston, Mass. $.25 per copy, $2.00 year.)

A. N. PALMER PENMANSHIP is having a wide vogue. The company has just issued a new catalog of their standardized supplies, paper, pens, tablets, penholders, composition books, inks, method books, etc. (A. N. Palmer Co., Pittock Bldg., Portland, Oregon.)

INTRAMURAL ATHLETICS, by Elmer D. Mitchell: As defined in this book Intramural Athletics means "all competitive sport which take place 'within the walls' of a particular school." The boundaries are of course imaginary, meaning that these particular sports are confined to the school. So it is that the stages of the intramural movement are followed up. Organization, units of competition, progress, scoring, rules and regulations, and other necessary topics are thoroughly discussed and set before athletic teachers. (A. S. Barnes & Co. Price $2.00.)

OUT IN THE KITCHEN, by James Woodward Sherman: The title to this book is in itself intriguing and a glance through it shows it to be a little volume which is, like the rat hole in the poor man's office, "worth looking into." The foreword gives a glimpse of what one may expect: "John lives in the city. John has never seen a cow. Betty lives in the country and has never ridden in a subway. But John and Betty both live in houses. And houses, whether they be large or tiny, on the East Side or on the West Side, have kitchens. Kitchens have stoves and teakettles and frying pans," and thereby hangs a story! The table, the broom, the ice box and all the other things in the kitchen become animated each night and tell stories. The stories are full of imagination and fun and the book is a good supplementary reader for the second grade. (Little, Brown & Company. Price 70 cents.)

VISITING THE TEACHER AT WORK, by C. J. Anderson, A. S. M. Barr and Maybell G. Bush: This book is a veritable gold mine for the development of the teacher. It was written for superintendents, supervisors, principals and heads of departments, but the ordinary class room teacher will find both information and help toward further definite progress. Studies of teaching and supervising the various subjects in various grades are presented, examples are quoted and original ideas are injected. The book possesses a quality that makes it interesting reading in itself. (D. Appleton and Company.)

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242 THE JOURNAL OF GEOGRAPHY Vol. 24

Harold W. Fairbanks. **Europe: New Progressive Geography, Developed According to the Problem Method.** Vol. III. 237 pages, 102 colored illustrations, 2 maps. Harr Wagner Publishing Company, San Francisco, Calif. 1925. $1.50 net.

This book is one of a series to be published. The author has attempted to present material that will unfold life conditions in Europe. The topical method of treatment has been abandoned. The author stresses the what and where in relation to the why of geography. An attempt is made to present all the essential facts in relation to vital problems. The facts are not forced into a problem plan, but are introduced because they are necessary in the solution of the problems. The use of many rather than a few problems permits the approach to life conditions from many different angles.

The first part of the book is devoted to a problem discussion of the major natural regions of Europe. The rest of the book is devoted to a problem discussion of the political regions. In the relative emphasis of natural regions and political regions, the author has stressed countries. The natural regions, however, are interwoven into the discussion of countries.

There are one hundred illustrations in color. The pictures are very helpful in depicting life conditions. The book does not contain maps, but the maps needed will be included in a separate atlas.

In addition to the organized problems, which the author has discussed fully, numerous other problems are listed. The pupils thus have an opportunity to follow a master mind in securing training in relational thinking, and also are given training in securing, evaluating, and organizing relevant details of problem solving.

A small part of the book is printed exclusively in capital letters, which add to the difficulty of reading, and detract from the attractiveness of the book. The incorporation of a minimum number of maps would be helpful to those who may wish to use the book without the complete atlas. In many of the problems the author has left too little for the pupils to do.

The book demonstrates the possibility of teaching the details of a region thru interpretations without forcing irrelevant details into a problem discussion, and without supplementing the problems with topical discussions.

M. E. BRANOM.
Harris Teachers College,
St. Louis, Mo.

Order now. Price, net, $1.50; postpaid, $1.65. Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco, Calif.

INDIVIDUAL AND MASS ATHLETICS, by S. C. Staley: This volume was planned for use in the intermediate grades, the Junior and Senior High Schools and College. Methods and games and exercises are explained and illustrated with charts and photographs. (A. S. Barnes & Co. Price $3.)

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THE NORMAL COURSE IN PLAY, Practical Material for Use in the Training and Playground and Recreation Workers, prepared by the Playground and Recreation Association of America under the direction of Joseph Lee, president: The main facts of play movement and program are given to make community recreation vital. The use of this volume is not limited to instructors but the material should be useful in every community. (A. S. Barnes & Co. Price $2.00.)

INDEXING AND FILING BUSINESS RECORDS

The latest comprehensive book on how to index and file business papers and special records is entitled Modern Filing Manual by Estelle B. Hunter, published by the Yawman and Erbe Mfg. Co., Rochester, N. Y.

The Manual is intended as a handbook for guidance to those unfamiliar with filing practices and a guide to the executive who wishes to know what he may expect of his filing department. Eleven firms contributed to the book, which insures impartiality of treatment in discussing the various systems and gives the book an authoritative tone which it could not have if it were limited to the systems and products of but one firm.

The text is generously illustrated with half tone cuts and five full page color plates. The language is simple and the subjects have been so arranged that they follow one another in logical and interesting order. Every one who has any share in maintaining or consulting filing departments, large or small, will find the Modern Filing Manual an invaluable reference book.

OBJECTIVE STUDIES IN MAP LOCATION, by Harold Rugg and John Hockett, with the assistance of Emma Schweppe.

VACATION ACTIVITIES AND THE SCHOOL from the Lincoln School.

A DESCRIPTION OF THE SCIENCE LABORATORIES of The Lincoln School of Teachers' College, by Earl R. Glenn, Charles W. Finley and Otis W. Caldwell: These three pamphlets contain material which has successfully passed through the experimental stage and has registered good results. Teachers will get new viewpoints from this compilation of actual school room facts. (The Lincoln School of Teachers' College, 425 West 123rd Street, New York City.)

MYTHS AND LEGENDS OF GREECE AND ROME, by Cora E. Miley: Here is a collection of myths prepared in thoroughly readable and simple form for high school English and Latin classes. One of the merits of this small book is that it is different from the compelling text book and assumes the guise of a real story book. Pronunciations are given before the reading begins. The volume is illustrated with photographs of great works of art. (Harlow Publishing Company, Oklahoma City.)

THE HALE LITERARY READERS, by Edward Everett Hale: Book I, Book II and Book III: These volumes are a revision of the Hawthorne Readers. Some recent material that has standard value has been included with the former excellent collection. These books are upper elementary grade readers and it is sheer pleasure to read them and meet old friends, and to meet new acquaintances of whom one desires more knowledge. One of the outstanding features of the articles and stories is the charming and well-written sketch of the different authors as their work is presented. Portraits by Mary E. Schanck are included with each sketch. There is no particularly modern note struck in these books, they are to be read from the literary standpoint and they lead one surely to the realm of story-land and beauty of purest flavor. (World Book Company. Price 60 cents each.)

Announcing

A NEW EDITION OF

The Health Index of Children

By Ernest Bryant Hoag, M. D.

Many California educators will remember the first edition of "The Health Index of Children" by the late Dr. Hoag, several years ago. A continued demand from the educational public throughout the United States for this popular work on juvenile hygiene impelled Dr. Hoag to prepare a new edition, which was completed shortly before his untimely death. This new edition is now just from the press and ready for delivery.

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DECEMBER, 1925

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MARY BIRD CLAYES — GEO. C. STEBBINS

1. Re-joice, O sons of earth, and sing Glad hymns of praise un-
2. Oh roy - al Son of Da - vid's line, The ver - y Son of
3. Oh let the world break in - to song; Let all a-round Christ's

to our King, Whom gen - tle Ma - ry bore that day
God, Di - vine, All wise men wor - ship Thee as King,
al - tar throng; Let na - tions kneel and hom - age pay

In Beth - le - hem so far a - way.
To Thee their rich - est treas - ures bring.
To God, the Son, on Christ - mas day. A - - MEN.

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RUTH THOMPSON, Assistant Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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Superintendent C. R. Holbrook of San Bernardino County

PUBLIC SCHOOL GROWTH IN SAN BERNARDINO

The spending of the $785,000 voted recently by the people in San Bernardino, has already begun and new school buildings are being constructed and planned for future expansion. Practically every section of the city will benefit by the expenditure of this sum, according to City Superintendent of Schools C. R. Holbrook. Of the sum voted for, $325,000 is to be expended for elementary schools and $460,000 is to be expended for junior and senior high schools.

The policy of the San Bernardino school system is to purchase sites in advance of school needs and provide buildings so that they are completed when needed. This, it is explained, will result in greater efficiency for the schools and greater economy for the taxpayers.

Since 1920 the city schools of San Bernardino have experienced a growth of approximately 90 per cent. The figures for average daily attendance of day schools show an increase from 3142 to 5960 in the five-year period. The enrollment in day schools increased from 4015 to 7562. This shows an actual increase of nearly 3000 in average daily attendance of over 3500 in actual enrollment in this five-year period. Approximately one-half of this increase has taken place in the last two years.

FROM CALIFORNIA EASTWARD

W. M. Culp

JOTTINGS OF A TRAVELING BOOKMAN

CONTRASTS

The Narbonne Date Ranch, Coachella, Coachella Valley, California — lying 200 feet below the level of the ocean—Salton Sea to the east over rolling desert—to the west rising out of sage brush the San Jacinto Mountains—the San Gorgonia Pass in the distance.

Date trees thirty feet high, encircled with branches heavily laden with golden and darkened ripened fruit — Mexicans lounging in noontime siesta—an artesian oasis.

Sifting snow on a Salt Lake train—the desert outside a white sepulcher of loneliness—a wagon road—a covered wagon with four drooping horses.

Denver—a huge Union Depot—taxi drivers—slush lined streets—dark buildings of brick.

Kansas City—coal smoke—railroads and more railroads—the American Royal—ten acres of floor space—the Horse and Cattle Show—1000 pound yearling beeves—Percherons—the Arena—trotting horses—parade of prize cattle—mid-continent in all its magnificence.

St. Louis — more coal smoke — great buildings — many people — the Mississippi River, mud colored—huge bridges—engines —thousands of passenger cars—murky November weather—a dingy rain.

Chicago — newspapers — murders — one-two-three a day — bombings — policemen shot — theatres — electric lights — the Elevated—the Loop—an unparalleled city — miles of sky-high buildings — Michigan Drive—the urge of three million souls—an outlet for mid-continent folk—chill wind off Lake Michigan—Thanksgiving time—Christmas shoppers.

Coronado, California—the Pacific Ocean in a light haze—Point Loma in quiet beauty—the mountains of Mexico in darkened purple — green grass, roses, geraniums, chrysanthemums in November sunshine—a wide white beach and soft easing combers—a place for luxurious ease.

The Wisconsin-Chicago football game—Maroon against the Cardinal—tight play—superb blocking—two opposing groups refusing to give up—Chicago 7—Wisconsin 6 — the fourth quarter — fierce fighting — breaks—fumbles—Wisconsin drives — Chicago yields—Wisconsin 20—Chicago 6.

Thirty-two miles from Ventura to Santa Barbara—mountains skirting the shore—mid-night—fog beginning to drift across the road—a near full moon on a high-tide ocean—swishing water on piles as the road passes over bridges where mountain and ocean meet—oil wells drilled in the ocean from piers — Monecito, tree-clad — somnolent Santa Barbara.

The North Shore Electric to Milwaukee —suburban homes—trees bare—Evanston —glimpses of Lake Michigan waves—flurries of snow.

Seattle—Puget Sound—wharves—ships—gloomy buildings on the waterfront—cable cars—a terraced town.

Milwaukee—five hundred thousand people—a theatre for German plays—17 degrees above—thousands upon thousands of empty beer cars.

Madison, Wisconsin—the city of the four lakes — University of Wisconsin — Glen Frank, its new president—State Capitol building, an edifice of splendor.

Of Individuals and Things Educational

M. E. Pearson, superintendent of Kansas City, Kansas, schools, has courses of study made and textbooks examined by teachers and committees upon school time. Substitute teachers take the committee members' classes, while the members of the committee meet at the central office and consider the textbook or course of study problem until a decision is made or a course of study evolved.

Jesse H. Newlon, superintendent Denver city schools, does not want system to crush the individuality of his schools.

A. L. Threlkeld deputy superintendent of schools, Denver—a Missourian—president of the Missouri State Teachers' Association in 1921, and former superintendent of schools at Chillicothe, lectured at the sixty-third annual meeting of the Missouri State Teachers' Association at St. Louis, November 11-14.

A. K. Loomis, director of curriculum, Denver city schools, is in charge of textbook recommendations. It is the purpose to consider all books upon their merits, regardless of whether a personal presentation has been made. Books are to be sent to the sample book room, administration building, Denver. Committees are assigned to examine books. If the director deems it necessary he calls in the book representa-

tive. The recommendations then go to the superintendent, who considers them and then presents them to the Board of Education.

F. M. Longanecker, superintendent Racine public schools, has a thoroughly organized junior high school system. His three junior high schools are running full tilt—the curriculum has been stabilized—and teachers and pupils are down to fundamentals.

The Contract Form of Lesson Assignment is being followed in the Wisconsin high school, University of Wisconsin, at Madison. The principal of the school, H. L. Miller, associate professor of education, and R. T. Hargreaves, principal Central high school, Minneapolis, have a book published by Scribner's titled "The Self-Directed School," in which the Contract Form of Assignment is discussed.

Miss Alice M. Cusack, assistant superintendent Kansas City, Mo., public schools, acted as chairman of the kindergarten-primary department at the Missouri State Teachers' Association meeting in St. Louis.

Purel D. Wright, Kansas City, Mo., public librarian, came to Kansas City fifteen years ago from Los Angeles. He continues to visit California each year for inspiration.

William C. Knoelk, assistant superintendent Milwaukee public schools, in particular charge of the Social Services, has been heading up an excellent piece of Social Service curriculum work for the grades. This work was done by teachers and committees outside of school hours and its content represents actual teaching experience rather than theory.

The Social Service pamphlets commence with the first year and so far seven have been published.

Mr. Knoelk has divided his Social Service course into three phases—1, geography as a separate unit; (2) citizenship—which includes in its scope History, Civics, Safety, Thrift, Morals and Manners; (3) Natural Science.

There has been a scientific determination of geographic content. Things have been made practical—and the committees have been building up to the Social Service courses for the junior high schools, which will be established eventually throughout Milwaukee.

Miss Annette Kottnauer, principal Walker Street school, Milwaukee, understands foreign diplomacy. She has around 500 children and 29 nationalities to amalgamate. And there is peace and harmony.

Miss Margaret Canty, assistant superintendent Milwaukee public schools, in charge of kindergarten and grades one and two, has had two excellent monographs published by the Milwaukee Board of School Directors. In 1922 was printed Projects and Games in the Primary Grades, in 1925 appeared Kindergarten Activities.

Superintendent D. W. Potts of East St. Louis, in a manufacturing district, with children of foreigners from every land, is running one of the most progressive educational systems in the United States. He does it with teachers—not with many million dollar school buildings.

J. A. McCollom, principal of the Longfellow school, East St. Louis, is giving a University Extension Course on the geography of South America. The subject is presented from the problem point of view.

Miss Estella Bean of the Cannady school, East St. Louis, is ranked as one of the best primary teachers in Illinois. For several years she has done intensive institute work.

John J. Maddox, superintendent of St. Louis public schools, has adopted recently a new system in regard to the consideration of books for use in the St. Louis public schools.

The previous method had been periodically to call upon publishers for the submission of samples. This brought such a wealth of material that it was found impossible to examine every book thoroughly.

Now Mr. Maddox desires each publisher to submit a sample of each new book to him as soon as it is published. The book is turned over to the Department of Tests and Measurements, of which George R. Johnson is director.

This department passes judgment on the book from its physical and psychological make-up. If the book is above a certain grading, Mr. Maddox appoints a committee of teachers to examine the book. If the committee gives a favorable report on the content of the book, the book is in line for purchase.

The immensity of the problem that confronts Superintendent William McAndrew of the Chicago public schools, in his labors of administering that system, can be told briefly and graphically in a few figures.

The estimated population of Chicago is three million people.

The grand total for school expenditures in Chicago in 1925 was $66,112,823.75. Of this, the largest amount, $27,945,721.68, was for the elementary schools. High schools cost $8,727,691.77, junior high schools $594,396; $22,511,442 of the grand total was for new buildings—twenty-two new schools are under construction.

Of children there are enrolled 457,112—a large city in themselves. The elementary schools enroll 350,004 of these children; high schools, 66,304; junior high schools, 9833; normal college, 1964; continuation schools, 12,058.

The Chicago system has 322 schools; 277 regular elementary, 2 corrective, 2 schools for crippled children, 24 high schools, 8 junior high schools, 1 normal college, 12 continuation schools; 12,140 teachers man these 322 different schools, 9010 are elementary teachers, 2446 are high school, 253 junior high school, 89 normal school, 98 continuation schools, 65 corrective schools.

Responsibility and delegation of authority in the Chicago public schools are in the following order: People, board of education, superintendent, assistant superintendents, district superintendents, principals, teachers.

Howard Steele, superintendent of the West Side, Saginaw public schools, was for eight years superintendent of Tucson,

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Arizona, schools. East and West Saginaw have voted to unite the two school systems. Mr. Steele is the outstanding candidate for the position of superintendent of the combined unit. Saginaw has a population of 60,000 people.

Dr. E. E. Lewis, superintendent Flint public schools, is Stanford University 1906. As Californians we claim credit for the marvelous schools and excellence of the Flint public school system.

Flint has a population of 130,000 at the present writing, an increase of 100,000 within the last ten years—the fastest growing city of its size in the United States. Again we claim that the virus of growth of Los Angeles has through Superintendent Lewis inoculated Flint. We mention as an aside that perhaps the existence of the Buick, Chevrolet and Flint automobile factories also have had a salutary effect upon the city's growth.

The senior high school building at Flint is one of the finest high school buildings it has been our pleasure to inspect.

Every school building in Flint with the exception of four are less than twenty years of age; 18 buildings have been erected within the last ten years; $5,000,000 have been spent on school buildings and sites within the last three years.

The high school building is located on a 57-acre campus within seven blocks of the center of town. This site cost $800,000.

The most unique feature of the entire system is the Teachers' Residence on the high school campus, where 140 teachers live. They have bowling alleys, music rooms, use the high school gymnasium and swimming pool. A real teacher community center.

Twenty-one thousand one hundred and sixteen children are enrolled in school. Flint schools are entirely organized on the 6-3-3 plan. There are 4300 in the city's three junior high schools and 2100 in the senior high school.

Miss Vera G. Sheldon, supervisor of grades four, five and six of the Flint public schools, comes in very real contact with the 200 teachers she supervises. She has the ability of divining what the teacher needs in bettering her work and then skillfully can give the necessary aid.

Thomas E. Johnson, state superintendent of Michigan schools, considers that the excellence of the educational system of Michigan in towns of a thousand to ten thousand and in the large cities can hardly be excelled in the United States. He states though that there is much need of improvement in rural school conditions. The advance of rural conditions is being attempted through the better distribution of money, of which there is plenty, if rightly placed; and secondly in the working up of a rural supervisory system.

Mr. Johnson is rounding out his fourth term as state superintendent.

The Manual of the Board of Education of Grand Rapids, Michigan, as published by Superintendent Leslie A. Butler, is everything that a city educational manual should be. Briefly and to the point it outlines what one wants to know about the city system and in such a way that one marvels at the many excellent things being accomplished in Grand Rapids.

At the Harrison Park elementary school, Grand Rapids, Michigan, they have formed a junior kindergarten. A child is four years old at entrance.

Owing to the courtesy of Russell Pierce of the publicity department of the University of Chicago we had the pleasure of viewing the Chicago - Wisconsin football game November 22. As a spectacle there was not the color that predominates the Big Games on the Pacific Coast in the huge Stadiums at Berkeley and Stanford University, or in the 90,000 capacity Coliseum in Los Angeles, but the enthusiasm was there overcoated-gloved, as it was 34,000 strong. As it is Chicago within two years expects to have a huge stadium in which to schedule her big games.

As a football game it was a fight from first to last with excellent blocking and ebbed up and down the field with Wisconsin trailing Chicago 7 to 6. In the last few minutes Wisconsin put over two touchdowns for a final score of 20 to 6.

It was a wonderful demonstration of American youth refusing to give up and finally winning out over a most stubborn opponent. It was Cardinal winning over Maroon in Chicago as also on the same day at Stanford University it was Cardinal winning over the Blue and Gold.

The Chicago Board of Education has passed a rule retiring members of the teaching force at the age of 70. Under the proposed rule teachers, principals and other employes at the age of 70 will enter the class of "emeritus service" on half pay, not less than $1500 nor more than $2500. The total annual cost of the plan is estimated at $165,000.

W. R. Foster, county superintendent of schools, Ottawa, Illinois, is carrying on a program of training teachers for the securing of better results in reading. Instead of just testing to get the status quo, an effort is being made to raise the educational reading standard. Dr. W. S. Gray of the School of Education of Chicago is directing the work.

C. M. Bardwell, city superintendent of Aurora, Illinois, is a schoolman who knows how to make a bookman feel at home. We judge teachers in Aurora are most fortunate.

P. C. Emons, city superintendent of Mishawaka, Indiana, in his new high school building has a vocational department that is a real functioning activity. The vocational unit is a factory type of building and contains a machine and automobile shop, printing department, mechanical drawing, etc. Mishawaka is a factory town of some 25,000 population and the pupils are trained for real jobs.

The new high school plant, including site, cost $800,000. It enrolls 340 pupils. In the whole system itself there is an enrollment of 4500 children.

C. F. Miller, superintendent of Galesburg, Illinois, has a 7-5 organization. The upper 5 organization is divided into a lower and upper form. The lower form includes grades 8 and 9 and the upper form grades 10, 11, 12.

A Teacher Training school is also within the city's educational system. Educationally, Galesburg is quite a center, being the home of Knox College and Lombard College.

There are fourteen schools in Galesburg, enrolling 5000 pupils. At present a new course of study in English and mathematics is being evolved.

Arthur Dondineau, in charge of supervision in the public schools of Detroit, and Leah A. Spencer of the Department of Social Sciences in Detroit, have just had published by Macmillan a most attractive fourth grade geography and history book. The book is titled "Our State of Michigan."

C. L. Thiele, supervisor of Exact Sciences in the Detroit public schools, is a California 1916 man. Up to the war he taught in Oakland, California. After the war he taught at Gary, Indiana, then took a year at Columbia. Since 1920 he has been in charge of the supervision of mathematics and science in the first nine grades of the Detroit public schools. As a directive and educational helping force to the 1800 teachers within his field Mr. Thiele has been exceedingly successful. Such publications as "Arithmetical Developmental Lesson Hints," printed by the Detroit Board of Education, are just one of the many helpful aids developed by Mr. Thiele.

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As a complete educational system Detroit stands unique in the United States. Superintendent Frank Cody and the Detroit Board of Education have under their charge the complete cycle of American education as it has developed in its different units from elementary to the purely technical schools. In ascending order they are as follows: Elementary schools, intermediate schools, high schools (academic), Technical high school, Commerce high school, continuation schools, Detroit Teachers' College (joint participation with State Board of Education), College of the City of Detroit, Liberal Arts, College of Pharmacy, and College of Medicine and Surgery.

Fifteen million dollars is the annual maintenance budget for this system; 190,000 children and students are numbered in the enrollment.

The school membership of Detroit has doubled within the last seven years; 17,000 more children were registered in the schools of Detroit this year than last year; fifteen buildings costing $5,000,000 are under construction and 10 more buildings are requested. A million and a quarter is being asked for a new Teachers' College building; ten million dollars is being spent on the colleges of the city of Detroit.

The fourth city in the United States in population—the automobile factory of the world—a city of 400,000 shop workers, a million and a quarter inhabitants — are some of the factors causing Superintendent Frank Cody and his Board of Education to strive to make Detroit's educational system surpassed by none.

SOUTH BEND PUBLIC SCHOOLS, SOUTH BEND, INDIANA

Three authorities on the junior high school were asked by an interested person to send him the names of three cities where he could view the junior high school at its best. The only junior high school system mentioned by all three was that of South Bend, Indiana.

W. W. Borden, superintendent of South Bend public schools, is the man to whom most credit is given for bringing the South Bend schools into the foremost rank. In elementary, junior high schools, senior high school and in special schools the work done by South Bend teachers is exceptionally good.

South Bend is a city of a population of 100,000, with a school enrollment of 16,500. It is situated in that area called the "Workshop of America." Its problems are industrial and are tinged with the task of Americanizing some 27 nationalities.

The junior high school has been a great factor in meeting the occupational demand —it has been the link between the elementary school and industry. It has attempted to direct the child right vocationally and has in many cases been able to keep him in school for a longer period.

South Bend has four high schools. The latest acquisition has been that of the Southeast Junior High school, constructed at a cost of $600,000 and capable of handling 1350 pupils.

As for the fundamental background, some of the chief purposes and functions of the junior high school as developed in South Bend are as follows:

1. The recognition of individual differences of pupils.

Washington School, South Bend, Indiana

The Washington building is a one-story structure erected in 1917. It is modernly equipped for grade work, including vocational rooms for boys and girls, open-air rooms, dental clinic, printing shop, manual training room and household arts room.

2. The retention of pupils in school for a longer period of time.
3. Economy of time on the part of pupils.
4. The provision of conditions for better teaching.
   a. Opportunity is given for the specialization of teachers.
   b. Promotions are made by subjects.
   c. Teaching work is departmental.
   d. Better correlation of subject-matter will follow departmentalization.
5. The opportunity to assist pupils in the selection of their courses of study by providing Exploratory Courses and Vocational Guidance.
6. The recognition of the nature of the child of the adolescent period.
7. It enables the pupils to be grouped in better and more congenial age and social groups.
8. It provides an enlarged and enriched program otherwise impossible in the regular elementary schools; it gives the pupils at an earlier age some of the work reserved for the high school.

Further, the South Bend junior high school course relating to occupations is excellently well stated and is as follows:

The class in occupations if offered throughout the seventh, eighth and ninth grades affords one effective method of reaching all pupils through a period of three years before school-leaving time. It attempts in a systematic and organized way to present information about the whole field of occupations and the various problems related to occupational life.

Aims

Briefly stated the aims sought in the class in occupations are these:

1. To acquaint children with the many ways in which people earn a living, placing constant emphasis on the workers and the dignity of labor.
2. To acquaint them with the methods of studying an occupation so that they can make a more intelligent choice of life work.
3. To stimulate and encourage interest in further education.
4. To prepare the children for a better understanding of occupational problems.

Grades

The work in occupations should be given to all pupils in:

1. The seventh, eighth, and ninth grades.
2. The vocational school.
3. The part-time school.

Purpose Of

1. To give child accurate information about the world of occupations.
2. To stimulate thought along lines of vocational choice.
3. To prepare the child to select wisely his course in the vocational school and high school.

Vocational Education

Not only are the values of vocational and educational guidance recognized, but the need of acquainting the boy and girl with some of the active processes of the work of the world are recognized. To meet this need, courses are organized for both boys and girls.

In the Evening School Superintendent Borden has also developed largely the vocational viewpoint as seen in the outline of courses of the South Bend Evening School:

I. Academic Courses:
   1. Business English.
   2. Advanced English.
   3. Spanish.
   4. French.

II. Commercial Courses:
   1. Bookkeeping.
   2. Stenography.
   3. Typewriting.
   4. Penmanship.
   5. Salesmanship.

III. Art Courses:
   1. Basketry.
   2. Commercial Art and Advertising.

IV. Household Arts Courses:
   1. Food Classes.
   2. Clothing Classes.
   3. Millinery Classes.

V. Vocational Courses:
   1. Auto Repair.
   2. Machine Shop.
   3. Mechanical Drawing and Blue Print Reading.
   4. Machine and Architectural Drawing.
   5. Wood Working and Wood-Turning.
   6. Elementary Electricity.
   7. Advanced Electricity.
   8. Cabinet Making.

VI. Americanization Course.

Perhaps the one activity of the South Bend school system of which Superintendent Borden is most proud and which more than anything else is a training school in social efficiency is the Pre-Vocational High school, under the direction of Miss Adelaide Lamport.

The curriculum of this school is one-third academic and two-thirds vocational. Academic courses include such subjects as English, spelling, manners, hygiene, civics, arithmetic, gymnasium. Under vocational come courses in power machine work, cooking, industrial arts.

The school is ungraded and girls over fourteen years of age can attend. They have to continue till sixteen years and longer if they so desire; 127 pupils are enrolled this year.

Miss Lamport has made a very homelike school and is assisted by a capable faculty.

Work done in the vocational classes is

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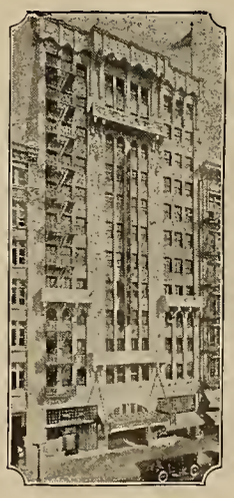

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practical. Last year the students on the power machines made 129 dozen of school day blouses, which they sold for 69 cents. The cooking classes take orders for cakes, pies, varieties of bread, Parker House rolls, salad dressing, etc. In fact, they will make anything in the cooking line ordered. Prices are arranged for a profit and the money made through the student activities goes to the further equipping of the school.

KALAMAZOO PUBLIC SCHOOLS—KALAMAZOO, MICHIGAN

Kalamazoo public schools stand out preeminently in the educational growth of education in the United States as being foremost in the development of new educational ideas. It is so situated that it has become a great laboratory for the Kalamazoo State Teachers' College. Its progressiveness has had as a guiding hand during these last ten years, Superintendent E. H. Drake—a man who as assistant superintendent of Indianapolis public schools and as superintendent of Elkhart Public schools had kept in the lead with the new educational movements.

Kalamazoo is the first city in the United States in which the kindergartens and grades one and two have been entirely organized on the Free Activity Plan. This plan was started some twelve years ago in the kindergarten; six years ago first developments were made in grades one and two.

Kalamazoo was the first city to publish a Free Activity Curriculum. A new edition has just been issued by the Board of Education.

Miss Marie B. Fowler, supervisor of kindergarten and grades one and two, is the person to whom the greatest credit is given for making the Free Activity Curriculum successful. In the Woodward Early Elementary school building, Kalamazoo, which was constructed especially for kindergarten and grades one and two, Miss Fowler has done her foremost work. This school has been designated by educators as the model school of America for this type of work.

In this lower Kalamazoo unit all formal work is dispensed with. The child is not ruled by caprice and whim but is trained to work as a social being as one of a group. The child is allowed to be natural under reasonable restraint.

Superintendent Drake has checked up the results of the Free Activity Plan in the third grade. The general consensus of opinion was that the child had a larger fund of general information, had more power and initiativeness, and read better at the end of the third grade than any other group trained under the old system.

A summarization of objectives of this Free Activity Unit is as folows:

1. Health.—All factors are stressed that foster the physical and emotional health of the child during this early period.
2. Practical Efficiency.—The school provides real situations that call for the use of subject matter and skill.
3. Citizenship.—Education in citizenship comes when social situations, materials and equipment make demands on the child's powers to co-operate, to be a leader, to be a follower, to share, to understand and to be understood.
4. Use of Leisure.—The school must build up desires and appreciations that will hold true and permanent values in life.

Elementary schools organized on the platoon system and junior and senior high schools comprise the rest of the Kalamazoo organization.

The physical education department of Kalamazoo ranks high in the United States. In the 60,000 inhabitants thirty people are engaged in physical education work. High points of the physical education program are:

1. Out of door play emphasized for all.
2. Gymnasium for both boys and girls.
3. Daily physical education periods of not less than 30 minutes, 60 minutes in senior high school.
4. Trained physical education teachers for every school.
5. Men teachers for boys of junior and senior high schools.
6. Teaching of health habits.
7. Special and corrective gymnastics for physical defects, under direction of a specially trained teacher.
8. Development of student leadership by means of squad organization.
9. Every school organized for competition within the school. Inter-school competition for both boys and girls from the fifth grade up.
10. Medical inspection by a school physician.
11. Dental clinics for preventive dental work.
12. Nutrition classes, for underweight children.
13. Fresh air school for children who need special attention to diet and rest.
14. School nurses who work for the physical welfare of the children in both school and home.

Following is a composite view of the organization of the Kalamazoo public schools:

I. **Early Elementary Department**—the unification of kindergarten, first and second grades—special features: (1) Purposeful self-directed activity in the atmosphere of true freedom as the best means of initial training for self-control and worth-while life in a democracy; (2) Movable tables and chairs, material, home-like equipment and specially trained teachers as best fitted to carrying out this purpose.

II. **Elementary Grades**—three to six inclusive. The special features set forth in I, (1) and (2) are continued in these grades. The plan of organization in these grades is the Platoon System, now popular in a number of large American cities. It was introduced ten years ago in Kalamazoo, the first Michigan city to make use of it. It provides a regular home room teacher who teaches the so-called regular or common studies and specially trained teachers for the subjects of art, music, writing, physical education and special literature.

III. **Junior High School**—grades 7, 8 and 9. Pre-academic, pre-vocational and commercial courses are offered to meet the varying abilities, capacities and needs of individual pupils. These courses contain a central core of required studies and a liberal number of electives.

IV. **Senior High School**—grades 10, 11 and 12. Academic, commercial, technical and household arts courses previously offered are continued and enlarged. Each course consists of a central core of required studies and a large number of electives.

V. **Schools for Special Types of Instruction.**
   (1) Pre-vocational school for boys. A two years' course of half-time shop, half-time related academic for eighth grade graduates.
   (2) All-day home economics school for girls. A two-year course half shop, half academic for eighth grade graduates.
   (3) Open air school.
   (4) Ungraded school for truant and refractory pupils.
   (5) Lower auxiliary schools.
   (6) Upper auxiliary schools.
   (7) Ungraded classes for tutoring and acceleration work.
   (8) Speech correction classes.
   (9) Night schools.
   (10) Summer schools for make up and advancement work.
   (11) Part-time continuation school for working children and those under seventeen who have ceased to attend all-day schools.

VI. **Auxiliary educational agencies**—public library, public playgrounds and school gardens.

VII. **Efficiency Department**—for measurement of school room products, achievement, ability to learn, etc.

VIII. **Attendance Department.**

IX. **Health Department.**
   (1) Course of study and special teachers of physical education for children of all ages and grades.
   (2) Department of Medical Inspection—one physician and several nurses.
   (3) Department of Dental Inspection—school dentist and dental hygienist.

X. **Business Department**—business director and clerical force.

XI. **Department of Superintendence of Buildings and Grounds**—superintendent, engineers and janitorial force.

XII. **Department of Superintendence of Supplies.**

TRAINING IN THRIFT

A committee has been at work during the past year in San Diego, where Henry C. Johnson is superintendent of schools, formulating a syllabus on Thrift, which points the way to thrift instruction and

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practice in the schools. Its general objectives are briefly summarized:

1. To give the pupil an understanding of specific facts and principles underlying thrift.
2. To create a school sentiment in favor of economy.
3. To develop thrift habits.

Definite outline is supplied for the practice and teaching of thrift in the home, the school, and the community. Its correlation with instruction through all grades in English, Art, Civic Leagues, Arithmetic, and other avenues of education makes it a practical treatise in the procedure of thrift training.

One feature of the school savings bank is the tremendous appeal and stimulus it has given to individual thrift on the part of the children.

AMERICAN EDUCATION WEEK IN SAN DIEGO SCHOOLS

Edwin B. Tilton
Assistant Superintendent San Diego Schools

American Education Week was observed in the San Diego schools with more than ordinary success, due to the backing given the school authorities by the Chamber of Commerce, the American Legion, local and federated Parent-Teacher Associations, the various service clubs, the Ministerial Association, and women's organizations of various kinds. The press rendered generous and valuable support.

A special committee within the school department, consisting of Superintendent H. C. Johnson, Assistant Superintendent E. B. Tilton, Chairman Mabel E. O'Farrell, principal of Logan school; Nell Breen, principal of Lincoln school; T. Malcolm Brown, principal of Roosevelt Junior High school; Cecelia M. Collier, vice-principal of the Memorial Junior High school, and Wilbur A. Hamman, head of the public school speaking department of the Senior High school, met to plan the policies for Education Week. It was decided to concentrate attention of patrons and visitors upon the "Seven Cardinal Principles." A 20,000 edition of the School Bulletin was gotten out and a copy placed in every home through the medium of the school children. This bulletin contained essential facts regarding the city school system, together with explanatory paragraphs on each of the Seven Cardinal Principles. Parents were urged to observe how these principles were carried out in the daily school program.

The Chamber of Commerce Committee on Education did good service in getting representatives from the Lions' Club, Rotary, Kiwanis, Optimist, Ad Club and other organizations to plan and carry out a system of visiting the different schools, and making informal reports. Each of the service clubs held an educational program that week and heard reports from its own members, at the weekly luncheon, on what they had observed in the schools. Frank criticisms rather than those designedly complimentary or otherwise were urged upon those who visited. A small printed card was handed to each visitor containing a list of the Seven Cardinal Principles and inviting a frank comment on the back if the visitor was so disposed to jot down impressions. Hundreds of these cards so inscribed were collected at the close of the week and given to Superintendent Johnson. He now has a complete collection of what "all men everywhere" (and women,

A School Dictionary

BY

HARRY MORGAN AYRES
Associate Professor of English, Columbia University

A wholly new school dictionary, by a recognized authority on the English language, compiled and edited from the angle of school needs, and meeting these needs in every particular in the most simple yet complete way.

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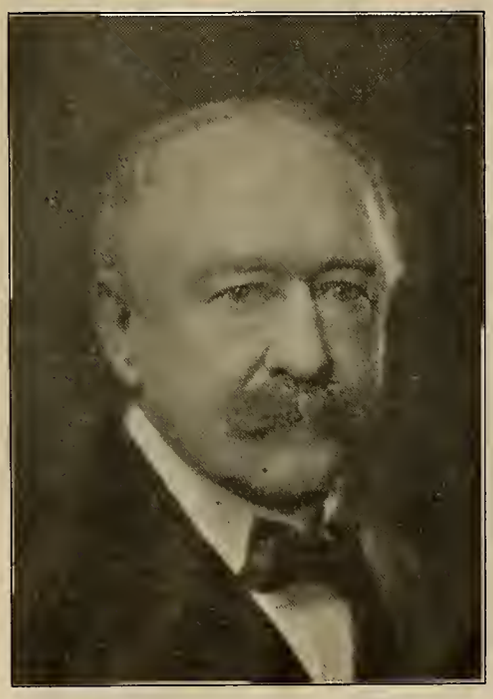

REGINALD H. WEBSTER

The San Francisco school department loses a clear-headed man by resignation and retirement of Deputy Superintendent Webster. We have known Mr. Webster as teacher, as a superintendent, as deputy superintendent and as a citizen and loyal friend for many years. His fifty years of service has left its impress on the city and state, and thousands of business men who came under the influence of his ideals. May he live many years to enjoy that margin of life that edges about those who are fortunate in possessing practical thrift, good health and wholesome mind.

(Continued from column 1)

too) think of our schools "as are."

Next to educating the children themselves, the duty of educating the public on the needs and accomplishments of the schools seems to be the most worth-while task of our educational leaders.

"FORWARD LOOKING LESSONS IN U. S. HISTORY" A POPULAR BOOK

"Forward Looking Lessons in U. S. History," which contains in tabloid form the different steps in the history of our country, written by W. J. Savage, superintendent of the schools of Colma and Daly City and member of the San Mateo County Board of Education, is proving a satisfactory and helpful book, according to word received by the Harr Wagner Publishing Company. Miss Delia R. Briggs, principal of the Ansaymas school, Hollister, has written, when re-ordering the book: "I find this book invaluable in teaching history. My children are so willing to buy it for themselves. I asked my last year's eighth grade to sell theirs, but they liked the book so well they wished to keep it. Many of them find it helpful in their high school work."

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A Visit to Some Santa Clara County Schools

By Harr Wagner

The schools of Santa Clara county, always in the forefront in educational progress, have gone forward by leaps and bounds under the leadership of Joseph E. Hancock, who is just completing his third year as county superintendent of schools.

Mr. Hancock is a product of the schools he is now called upon to direct. He received his grammar school education in one of the rural schools of his county and graduated from the San Jose State Normal School, afterwards attending Stanford University. He was principal of the Grant school, situated in one of the foreign sections of San Jose, for twenty-three consecutive years. This experience equipped him splendidly for his present work.

Superintendent Joseph E. Hancock

During the past three years bonds for new buildings and equipment have been voted in the sum of $2,427,000. Forty-one per cent of the cost of maintaining the schools during the past year was borne by special district taxes levied at the request of the school boards. Twenty-five per cent came from the state and thirty-four per cent from the county.

The thirty-seven Parent-Teachers Associations with over three thousand members have been responsible to a very large extent for the splendid attitude of the public towards its schools.

Every community except one where kindergarten can be legally established has a kindergarten.

Of the nine hundred teachers in Santa Clara county ninety-eight per cent are either college or normal trained.

Mr. Hancock has an office staff which includes Lessie M. Hancock, Ellen Jensen, Elizabeth Southern, and for county supervisors:

Rural schools, Alma M. Patterson, Bess C. McCabe.

Americanization, Cecilia Carmichael.

Physical education, Geo. T. Cass.

Attendance, Georgia A. Winans.

Music teacher, Jean Madsen Shellbach.

Sunnyholme teacher, Ruby Meynier.

For the past two years I have heard of the many progressive educational measures that Supt. Joseph E. Hancock of Santa Clara county has vitalized. I finally decided to present some of the educational features of his program to our readers. For this purpose I made a personal visit to San Jose and with Superintendent Hancock and a photographer visited a few of the attractive schools. There is neither space nor time to describe the many excellent features of the city schools of San Jose, under Superintendent Bachrodt, not even the new junior high school building, which was ready for dedication.

The first school visited was the Jefferson school, where May F. Coolidge was teaching oral expression and literature. The subject was "Horatius at the Bridge," and the children certainly gave their lines so as to illustrate the delight and power of speech.

Court of the Jefferson School. May F. Coolidge, principal. Marjorie Atkinson, a pupil, enjoying the court and her books.

May Coolidge when asked to write a few words on the value of literature in the grammar grades, gave the following:

Literature in the Grammar Grades

It is no less trite than true to say that the basis of education is culture, and culture has been, is, and will always be the thing that makes the jejune field fertile, the barren fruit tree bear, and the mute Milton sing. It is the beauty of an aristocracy, but the very life blood of a limited democracy such as these United States.

The province of literature in the grammar grades presents one of the most interesting of problems in program and method, since the pursuit of literature so generally awakens the spirit of emulation and opens a thousand doors to specialized culture. Like painting, it is primarily a taste to be acquired, rather than a system to be mastered, and the task of awakening the student to its appreciation cannot be commenced at too early a period. If we remember that this appreciation is a seed to be nursed and cultivated rather than a card index system to be installed, we shall have won half the way to its educational success.

The grammar school work in literature is to give the impatient, formative, and generally avid mind that which will aid in its development, prove equal to its powers; suit its natural bent, and lead always to culture.

Beauty and harmony, illusive and fragile as they may appear, will frequently enter the soul of youth as welcome guests, when strict reason and accurate analysis may knock in vain.

May Coolidge has put into actual practice her theory of literature in the grammar grades. The entire school cooperates —even the color of the building, the flowers, the wonderful patio all blend in harmony with the spirit of the school.

We rode along fertile fields, by acres and acres of orchards, thrifty country homes and unsurpassed rural scenes, until we came to Campbell, where the committees were waiting to entertain the Grangers. We took a glimpse at the school building (see picture) and then decided that the Grangers were the people who made our great rural school system possible. We gave the auto parade the right of way and drove on to Los Gatos.

The next school visited was the Los Gatos high school. The picture represents the fine exterior of the building, but gives no idea of the fine class rooms, the community assembly hall, the manual training department, the athletic building, library, offices, cafeteria, etc. The people of the beautiful city nestled among the hills have reason to be proud of their educational facilities. At the attractive grammar school building Cecile B. Hall, the principal, with the aid of her teachers, conducts an up-to-date elementary school. A glimpse of the school, the bird bath and the trees, make an attractive picture.

At Saratoga, under the direction of S. P. Patterson, clerk of the board of school trustees, the children and parents have an attractive building, environed by beautiful trees and grounds. Mrs. Bertha Reed Seeley gave during our visit an interesting lesson on California history. The class certainly gave every evidence of having had the kind of instruction that gives "knowledge and power."

At Cupertino there was the rather unusual sight of the clerk of the school board

A glimpse of the library training class at the Palo Alto Union High School

Campbell Union Grammar School, Ira R. Abbott, principal

Completed 1923; built at a cost of $180,000. A permanent, reinforced concrete building with ten acres of playground. A unique situation resulted from the erection of this building. The high school, bought from the grammar school, the abandoned grammar school building for use as a high school, quite the opposite from the usual practice.

with wheelbarrow and shovel fixing up the playground for the children. Warren E. Hyde, the clerk, has donated fifteen

Entrance Los Gatos Union High School. This building was erected in 1924 at a cost of $300,000. J. W. Ayres, principal.

hundred dollars to the school district, in addition to his services, for a playground. D. J. Sedgwick, the principal of the school, was found in the workshop showing the

Bird houses and fountain for the birds erected by children of the Audubon Society, Los Gatos Elementary School.

boys and girls how to make toys for Christmas. At Palo Alto we renewed our acquaintance with W. H. Nichols, the principal of the Palo Alto Union high school and the author of two volumes, "Trust a Boy" and the "Measure of a Boy." The high school building and the school are outstanding features of Santa Clara county's school system.

The Palo Alto schools under direction of Superintendent A. C. Barker are represented by several fine pictures. The new Mayfield school, under the principalship of E. M. Knight, is also represented by an excellent view of the new building.

Other schools under the general supervision of Superintendent Hancock are Burbank, C. H. Atkins, principal; Campbell Union school, I. R. Abbott, principal; Gilroy high schools and elementary schools, under Superintendent E. E. Brownell; Hester W. J. Peters, principal; Morgan Hill, C. F. Crouser, principal; Mountain View, Kennett F. Slater, principal; San Martin, James T. Allen, principal; Santa Clara schools, Superintendent Chas. W. Townsend; Sunnyvale, S. W. Ford, principal; Sunol, B. C. Healy, principal; Alamaden, Robert B. Kennedy, principal; Willow Glen; Chas. R. Crooke, principal; Los Altos, Marguerite Shannon, principal. In addition to the above there are many other schools of one or more teachers that come under the supervision of Mr. Hancock and his deputies. The total number of teachers is over nine hundred.

The aim of County Superintendent Hancock is to give to the boys and girls of the rural schools all of the advantages enjoyed by boys and girls living in the larger towns and cities.

Santa Clara county is essentially one large unit tied together by a complete system of macadamized highways and trolley lines, which make possible convenient consolidations of smaller units, thereby making rural school administration more nearly like that of city school administration.

A Council of Elementary Principals meets in conference with the county superintendent at regular intervals and plan for a unified administration of the schools. A High School Principals' Club does the same for the high school.

Upon assuming charge of the schools in January, 1923, Mr. Hancock proceeded immediately to scientifically test the work of the schools. The result of these tests showed among other things that a large part of the retardation among the children was chargeable to remedial physical defects.

Immediate steps were taken to provide trained health workers for the schools. By securing the cooperation of most of the school boards in the county, a pooling contract was entered into and four certificated health workers were employed for the rural schools. In the same manner at the beginning of this year, a dental hygienist was added to the staff, all operating out of the superintendent's office.

These nurses or health workers are paid an annual salary of $1800 and traveling expenses.

The new Mayfield School. E. M. Knight, principal.

The next cause of retardation was thought to be the environment of the foreign home. It was thought if the interest of the parents in these foreign homes could be stimulated to learn the English language and if possible acquire American citizenship, another stumbling block could be removed.

So a movement was started, which took three years to complete, to establish a night school for adults in every high school in the county, as well as a number in the elementary schools.

The county department of education, desiring to serve the smaller rural schools of one, two and three teachers, has successfully inaugurated a community program service which operates as follows:

A bureau is established in the superintendent's office to which any school may make application for a community program indicating the kind of program desired. The usual program asked for is a vocal soloist, an instrumental number and a reader.

The superintendent's office draws its talent very largely from the gifted students

The Leland Stanford, Jr., Memorial Church.

of the State Teachers College, who can always be depended upon.

The high schools of the county also assist by sending programs to the elementary schools in their territory.

These programs are usually preceded by a physical education demonstration such as tumbling and are followed by games under the direction of the recreational director, who is county supervisor of physical education. These games consist very largely of the circle games taught in the school and are entered into with great glee by the older generation.

The evening usually ends with refreshments.

Forty-two community evenings have been participated in since September.

Another service rendered the more remote one-teacher schools is a visiting music and singing teacher, who not only teaches the singing in these schools, but gives free piano lessons to those children whose mothers find it impossible to send them to town for lessons. Thus is given to the children in the out-of-the-way places some of the advantages of the town and city child.

This service has caused many one-teacher schools to be furnished with a piano.

Walter Hayes School, Palo Alto.

Realizing the great need of extending to the foreigners in Santa Clara county an opportunity to learn to speak, read and write English, as well as to prepare for citizenship, County Superintendent J. E. Hancock, two years ago, added to the county educational system an Americanization department.

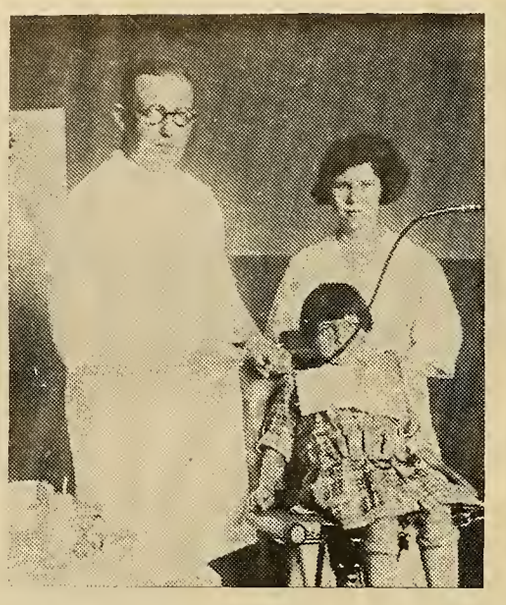
During this time an evening school has been established in every high school district in the county, and branch schools have been organized in several of the elementary school districts. The plan is to continue organizing evening schools in communities where a sufficient number of foreigners are located so as to eliminate the inconveniences of transportation, and to economize time. The value and importance of reaching the foreign mother is not being overlooked. Gradually the home-teacher will find her way even into the most remote rural districts. Eventually every foreign born man and woman in the county will be reached.

The nationalities most frequently represented in the enrollment are the Italians, the Portuguese, and the Jugo-Slavs.

The Testing Program

Santa Clara county has begun a testing program whose ultimate objective is to give an equal opportunity to each child.

During the first year the Stanford Achievement Test, Form A, was given to the seventh and eighth grades throughout the county. The



The dentist and his assistant working out the dental hygiene program.

results in many instances, where other factors were favorable, were used in reclassifying. In many cases the teacher's judgment was confirmed, this made the teacher feel confident; in other cases where the teacher's judgment and the results of the test were different, an investigation led to a better understanding of the pupil. The tests brought out the fact that in certain schools some subjects were stressed too much to the neglect of some other important subjects.

In general the tests set the teachers thinking, the profile cards were carefully studied, and the majority of teachers thought it well worth while.

The eighth grade profile cards were passed on to the high school, and used as one of the factors in determining procedure.

During the present year the Pinter-Cunningham Primary Mental Tests were given to the kindergarten, first, and second grades, and the National Intelligence Tests to grades 3 to 8.

In January the Stanford Achievement Test, Form B, will be given to grades 4 to 8.

With an I Q tentatively established, and a record of achievement in the important subjects, the teachers will have considerable data to check up against her judgment, and the other factors affecting the development of the child.

Provision has been made for the testing of problem cases, and the retesting of doubtful cases.

Teachers are encouraged to give standardized diagnostic tests in various subjects from time to time.

A record of each successive testing will be recorded, and by the time a child reaches the high school, many important conclusions may be drawn; meanwhile through the discovery of the individual differences some provision must be made for each distinctive group.

It will take time to convince the community that small groups, and more teachers are necessary to launch a more democratic system of education.

Miss Margaret J. Mulroy, county hygienist, writes as follows of the health program:

To eradicate an evil, one must get at its source, so it is true with dental disease. Through the untiring efforts of Dr. Guy S. Milberry, dean of the College of Dentistry, University of California, the West is beginning to place in its school systems a dental hygiene program.

Realizing the necessity for an educational and corrective project in Santa Clara county, in the early spring of this year Superintendent of Schools J. E. Hancock and Dr. Guy S. Milberry endeavored to interest the various Parent-Teachers' Associations and civic clubs in placing dental hygiene in the county schools. A joint meeting of the school boards of the larger schools was called by Dr. Hancock, and out of this meeting grew the present program of preventive dentistry in the county schools of Santa Clara county. It was decided to assess each district desiring dental service, fifty cents per child enrolled in the school. Approximately $2500 was raised, including $400 given by the Kiwanis Club of Los Gatos. With this latter sum we bought a portable equipment, including an army type portable dental chair, small motor and necessary instruments.

There are seventeen schools receiving dental service. The first thing done in our program was to conduct a survey of the children in each school, including all eight grades.

Five local dentists volunteered their services for the work, and the results of our examinations are very interesting.

There were 4324 children examined, making an average of 4.65 defects per child; 3.6 per cent of the defects were permanent teeth; 2.4 per cent of the children had perfect teeth; 9 per cent did not have a toothbrush.

We have at the present time one dental hygienist working in the schools. However, after completing our examinations, the dentists offered to continue their work in the schools, so we also have a dentist working each morning of the school week. Through their generosity and interest we are able to carry on both an educational and corrective program at the same time.

In the morning while the dentist is doing corrective work, the hygienist is carrying on an educational program in the classroom. In the afternoon she does prophylactic work for the children; there is no charge for this service.

After making our survey the examination charts were sent home to the parents, notifying them of the condition of their child's teeth, and advising them to have the defects corrected at once by their private dentist. In cases where this is impossible the slips were signed by the parents giving us their consent to do the work in the school clinic. All slips were returned, regardless of whether we were to do the work or not, and placed on file as a record of each child.

We are endeavoring to care for the indigent cases, and for children who cannot afford to go to a private dentist and pay a regular fee. All other cases are referred to their private dentist. For children who can pay a small fee, we are charging 25 cents an operation. This is turned over to the local school board to pay for the filling materials used.

Our educational program consists of stories for the smaller children, chart talks for the upper grades, also poster making and essay writing, with tooth brush drills for all grades.

We want to use every means possible to arouse the child's interest in having good teeth and a clean healthy mouth. The most common and conspicuous physical defect of the child is his teeth. We must not only correct these defects, but they must be prevented from recurring. This is what we hope to accomplish by placing dental hygiene in our school program.

More than just the ordinary routine employed in the process of teaching English, and in preparing for citizenship is offered in the evening school.

Community gatherings suited to the needs of the evening school are encouraged. Delightful little plays are presented by the members of the evening school. The men and women ably sustained their characters, and in their broken English speak their merry speeches, or as the case may be, solemnly utter words of wisdom. To the interested spectator comes a feeling of sadness intermingled with joy, a sympathetic chord is struck, and one cannot but admire the courage and perseverance of these earnest men and women. Imagine, if you can, an Italian dressed as an Indian chief, smoking the pipe of peace, and speaking words of welcome to our forefathers, a group of Portuguese, in Puritan costumes, and these in turn giving thanks to God for the bountiful harvest. Is there a better way of teaching English or history? Is there a better opportunity of impressing American ideals? And then when the scene changes, you see the same groups executing their native folk dances, concluding by both groups uniting in dancing the Virginia Reel.

Holidays are observed in a suitable manner. The Christmas season will be the occasion of many Christmas tree parties, the

principal feature will be the distribution of toys to the grown-ups.

So that the cultural side of education may not be neglected, the county office has listed a number of good musicians, vocalists, and readers who are always ready to contribute their talents. These artists are frequently called upon to take part in these community programs.

Usually at the conclusion of the formal program, the county supervisor of physical education introduces games and folk dancing. Every one, both young and old, participates in this evening of fun.

The social activities of the evening school afford the student the opportunity of cooperating, by helping to assemble the populace, by taking part in the program, and by assisting in various ways to make the evening a success. This training in democratic cooperation, and the assuming of responsibility, is invaluable; it educates for leadership. The ultimate results will be a better type of citizen, and higher standards of civic life.

The Americanization department is endeavoring to meet the needs of the foreigner from every angle; by constant vigilance, to keep up the work already under way, and gradually to build up a complete program of adult education.

Celia Carmichael, in charge of this work, is especially successful in pageantry, and at Campbell the Parent-Teachers' Association and the Americanization classes gave a special performance of historical and patriotic value of the Pilgrim Thanksgiving Day.

The Institute

The institute which was held recently illustrates another phase of the helpful work Mr. Hancock is carrying on in Santa Clara county.

That the institute might be inspirational as well as instructive, the best speakers and finest musical talent available were obtained.

The rare treat of the program was Dr. David Starr Jordan's personal reminiscences of Agassiz as a teacher of science and interpreting the modern developments and the teaching of the new phases of science in high school and college. Dr. Jordan was in fine form and every point of his remarkable talk was greatly appreciated.

The schools of Santa Clara county are among the most progressive in the state. The county free library system has also added to the efficiency of the schools for teachers, pupils and parents. Miss Stevens, who succeeded Stella Huntington, is the county librarian.

Superintendent Hancock has achieved results as a school administrator. He does not permit teachers to neglect essentials, by the over-emphasis on the non-essentials. He has an open mind to all that is new in education, and has therefore placed Santa Clara on the map as having one of the most progressive educational programs in the state.

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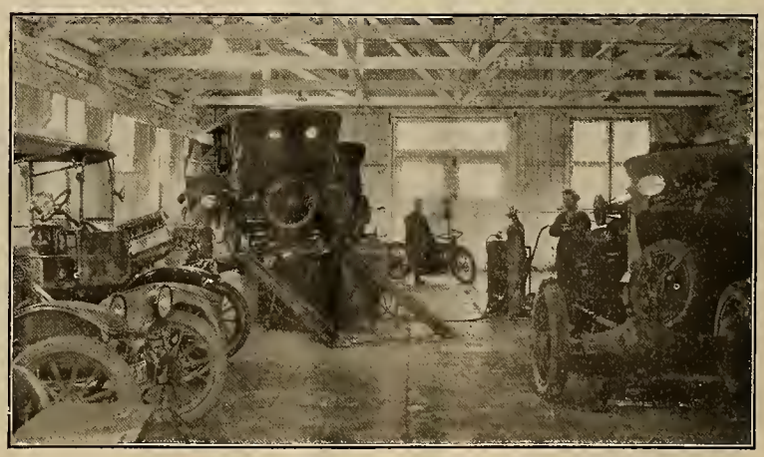
CALIFORNIA POLYTECHNIC SCHOOL

A limited number of 250 scholarships have been established for the use and benefit of self-supporting students at the California Polytechnic school at San Luis Obispo, a state school where instruction is free. B. R. Crandall is president of the institution. Here boys and girls can come from any part of the state and be taught to be self-supporting, after finding out the work for which they are best fitted.

The State Polytechnic School farm comprises a thousand acres of land. The school has twenty-three fine buildings for instructional purposes. There are five large shops and laboratories, each well equipped for teaching fourteen different engineering subjects. There is a fine print shop equipped with linotypes, cylinder and job presses and other equipment for training boys and girls in the printing trades. There is a fine three-story stone building fully equipped to give girls the fine practical training every girl needs in the art and science of home making, in cooking, sewing, garment making, dietetics, child care, first aid, and many other kindred subjects. In addition to all these there are some twenty other related subjects in which instruction is given. Eighth grade graduates may enter and students who have had some high school work are given advance standing.

The following incident is told

"A 16-year-old boy came from Bakersfield last year and had less than eleven dollars in cash when he reached the school. He told the school authorities the story of his life and ended by saying, 'The clothes I have on and the eleven dollars in my pocket are all I have to show from my life in an orphanage, but I want to work my way through school.' He wanted to study agriculture, so the authorities gave him a job feeding pigs, hauling grain, pitching hay and a dozen other things which a real dirt farmer has to do. Then the boy wanted to start on one of those 'projects' or problems which the other boys in agriculture were carrying. He decided to raise hogs. But it takes money to buy livestock. The school authorities took him to a local bank, the banker took him into his private office and asked for an inventory. His inventory consisted of determination, sober habits, energy, and a modest but self-reliant disposition. The banker knew men and he made the loan. The boy bought feeder hogs and bought his own feed. When his hogs were ready to sell he learned he could clear about 2 cents a pound more on them by butchering them himself, so he sold the dressed meat. At the close of the school year the boy had purchased new clothes, paid off his note at the bank, had money in reserve and was still feeding fattening hogs which were clear of indebtedness. He had done this in addition to taking his regular classroom tnd field instruction in agriculture. Every boy must spend half his time in the classroom and the other half out in the field in actual farm operations."



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ACTIVITIES IN THE MILWAUKEE SCHOOLS

Ruth Thompson

"O God of little children, whom Thou on earth didst love,
Look down today and bless them from heaven high above;
Our orchards and our vineyards we till with zealous care,
But child-plants, unprotected, are drooping everywhere."

Opening the book, "Kindergarten Activities, Milwaukee Public Schools," compiled by Margaret Canty, assistant superintendent of schools, and by Joanna A. Hannan and Grace M. Campbell, kindergarten directors, one immediately enters into the beautiful spirit of kindergarten land. The purpose of the pamphlet, according to Miss Canty, "is merely to present an enlarged point of view, and not to prescribe formal procedure." With such a spirit as a guide the work seems to have been entered into, judging by results, with a spontaneous joy and freedom which can bring nothing but helpfulness and inspiration.

Almost two hundred pages it takes to cover the ideas presented in form which is suggestive for practical application. Charming photographs illustrate various points. School environment, objectives, various types of activities such as health, safety, plays and games, industrial arts, seasonable activities and observance of notable events, nature experiences, citizenship, together with projects, teachers' plans and technique, uses of measuring instruments—and many other types of materials, are included. The bibliography and suggested songs and stories should be a valuable asset to any monograph.

After the presentation of the various subjects to be studied and outlines of safety lessons and others, in Part I, the ever-absorbing subject of projects is presented. It is given in detail so that any teacher may benefit by the suggestions. Here is one of the projects given:

DOLL HOUSE

Oklahoma Avenue School
Marian Simonds, Kindergarten Director
Genevieve McDonald, Assistant

Upon our return to school in the fall, we were delightfully surprised to find in our playroom a doll house which the janitor had made from two large packing boxes and beaver boards. The house, however, lacked occupants and the children were eager to have a family of dolls take possession. As the house was roughly finished, the children planned to work on the interior, so that the dolls could move in as soon as possible. After much discussion of homes, the children decided to have a living room, a dining room, and a kitchen on the first floor, and two bedrooms and a playroom on the second floor. Having completed their plan, they made a visit to a nearby decorator's establishment, where they purchased wall paper, floor paint, varnish and brushes. It was necessary for the teachers to assist with the measuring and marking of the wall paper, but with this exception the work was done by the children. Then the floors were painted and later varnished, each child having a part in the work.

We decided to purchase our furniture rather than to make it because the children wished to imitate their parents in patronizing a furniture store. Accordingly a trip was made to nearby stores, where most of the furniture was purchased. Many articles were donated by parents and teachers in the school. One mother sent some pieces of linoleum for rugs, another contributed some bits of tapestry for the living room rugs, and others sent scraps of muslin for curtains. Some of the little folk succeeded in braiding rags for a bedroom rug.

A family of four dolls took possession of the house at Christmas time and Santa Claus remembered them with a Christmas tree, toys and furniture.

In the spring, the children imitated the adult activities of the community by painting the doll house. As preparation for the work we took walks in the neighborhood to observe the colors of the houses. Then we made a trip to the hardware store, where we purchased paint. Under the supervision of the kindergarten teachers, the children painted the house a pretty yellow with green trimmings. After a general spring housecleaning, the dolls were left in their home, and the children were ready for their summer vacation.

* * *

A project that should have general interest was the

MILK WEEK PROJECT

Lloyd Street School
Mina Marshall, Kindergarten Director
Anita Knoll, Assistant

The children had been drinking milk every day throughout the year, but when the state-wide campaign for greater consumption of milk was started, we devoted the entire week to teaching the children the value of milk and urging them to drink more milk at home. The importance of milk in the diet was impressed upon the minds of the children through conversation, songs, table work, and a milk bottle parade.

In conversation, the children were told the value of milk in their process of growth. The subject matter was made readily comprehensible and interesting by means of a fairy story. Each day the children learned about one of the five milk fairies, and, at the close of the campaign, they were acquainted with Minnie Mineral, who builds the bones and teeth; Polly Protein, who makes strong muscle; Fannie Fat and Sally Sugar, who produce heat and energy, and Viola Vitamine, who gives health.

The fairies became so real to the children that, on one occasion when a few drops of milk spurted on the table, one child exclaimed, "Oh, look at the fairies jumping out of the milk bottle!" At another time, a child remarked, "That's Fannie Fat. She lives in the top of the milk bottle."

The value of several vegetables, also, was mentioned, and posters, made by the children, showed the supremacy of milk as food. Drawings of vegetables were painted, cut out, and grouped around a bottle of milk. Milk as the best food was the king, while a carrot, a bean, a potato, a tomato, and a head of cabbage were his subjects.

The value of milk was further stressed by the following songs:

"Bossy Cow"—Songs of a Little Child's Day;

"The Cow"—Jones and Barbour, Book II.

The following parodies of well-known songs were enjoyed and served to impress the value of milk:

Tune—"Marching Through Georgia."

Hurrah, hurrah, we'll drink milk every day,
Hurrah, hurrah, it's fine for work or play;
Milk is good for all of us,
So drink it while we may,
While we are marching to Healthville.

Tune—"On Wisconsin."

Drink more milk, boys,
Drink more milk, girls,
Drink it every day,
On the road to health and wealth,
That's the only way.
Drink more milk, boys,
Drink more milk, girls,
Drink three cups a day;
Drink, children, drink, drink, drink,
And you'll be strong and gay.

(Contnued on page 17, column 2)

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WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

J. W. Linscott, former county superintendent of schools in Santa Cruz, was one of the speakers at a recent meeting of the Santa Cruz Teachers' Association in Santa Cruz. Other speakers were Karl F. Adams, city superintendent of the schools of Santa Cruz, Dr. Cowden of the Board of Education. A registration showed that 26 different states are represented on the teaching staff. California leads with 45, Nebraska follows with seven and Illinois comes next with six. Nineteen of thirty unbobbed teachers declared that they were soon going to visit the barber and adopt the modern and sanitary mode of hair-dressing.

A. H. Mabley, city superintendent of the schools of San Luis Obispo, and members of the Board of Education were honored by a banquet given them recently. County Superintendent R. L. Bird and Mrs. Bird and Dr. B. R. Crandall, president of the California Polytechnic School, and Mrs. Crandall were present. Mrs. Betty T. Berry of the high school was toastmaster.

The County Board of Education of Mariposa county has issued a revised course of study, in which several important changes are noted. The Beacon Method of teaching has been adopted for the whole county. A new system of class records is also being carried out.

George W. Fellows, recently of the Sacramento Valley, has been appointed rural supervisor of Mariposa county. Mr. Fellows has had many years of teaching experience, both in California and in the Middle West, and comes to his new position with great enthusiasm. At the recent institute in Merced he was elected Mariposa's delegate to the C. T. A.

A. R. Heron, assistant state superintendent of public instruction since 1923, will resign about January 1 to become associated with a real estate and investment company of Berkeley, it was announced recently.

The most recent issue of "Word Study," published by the G. & C. Merriam Company, Springfield, Mass., contains many suggestions for the use of English teachers. This leaflet is sent free to every English teacher who sends her name and address to the firm. The leaflet is published periodically and furnishes a medium for an interchange of ideas between those having mutual interests.

De Witt Montgomery, superintendent of the schools of Visalia, was elected president of the Central Section of the California Teachers' Association at a recent meeting. H. A. Spindt, principal of the Union High School at Bakersfield, was elected vice-president and Louis P. Linn of Fresno was made secretary.

Dr. James A. Blaisdell, president of Pomona College, sailed from New York December 2 for France, England, Germany, Italy and Switzerland. He will be gone a year on an educational investigation in the interests of Claremont Colleges.

"Let us greet you,
Friends of Fresno,
With a handclasp firm and true,
While o'er us flare
The hues we share—
The red, the white, the blue."

These lines are from a portfolio sent from the Middleton School, Wilson Branch, Lewis Lot 60, Prince Edward Island, to the Jackson School in Fresno, California. All the thirty-nine pages and the cover of the album were made of birch bark tied together with red, white and blue ribbons. The front cover was decorated with Canadian maple leaves, the frontispiece was a bouquet of native ferns, pressed and mounted in a frame of birch bark. The verse came under a pen-and-ink sketch map of Canada and the United States, with an arm extending from Prince Edward Island and another reaching out from California, so that the hands clasped in the middle of the map.

A call to teach a class in harmony in the summer session, at Pennsylvania State College has been accepted by Miss Pauline Alderman, instructor of music at Pomona College, it was announced recently. Miss Alderman plans to leave the Claremont campus immediately following the close of the regular school sessions and go East, returning in September for the fall opening of Pomona.

By a vote of 205 to 60, voters of San Bruno passed the $42,000 school bond election recently. The money will provide funds for an addition to Northbrae school and for a new building in Huntington Park.

High school students in Santa Barbara, California, have the opportunity, through a series of half-hour semi-weekly periods, to take short courses on cultural and general subjects that are not included in their regular courses. These short courses are offered in astronomy, art appreciation, ethics, psychology, logic, history of California, popular science, technique of games, music appreciation, community singing, conversational French, current topics, office study, use of the library, the slide rule, and chemistry arithmetic.

School enrollment figures made public this month by Will C. Wood, state superintendent of public instruction, show that more than one-fourth of the total population of California is enrolled in its public school system. For the school year 1924-1925, the total was 1,118,830, as against 1,055,752 for the previous year, or an increase of more than 60000 pupils.

Cash prizes amounting to $6500 are to be awarded to teachers and pupils by the National Automobile Chamber of Commerce for essays and lessons on highway safety. Further details will be mailed upon request. Write the Highway Education Board, Willard building, Washington, D. C.

Statistics of kindergartens published by the Department of the Interior contain statistics of public and of private kindergartens for the school year 1923-24. Increases appear in the number of kindergartens, number of teachers, and in the number of pupils enrolled, over those reported in 1922. The largest increase is in California, where the kindergarten enrollment increased 29 per cent during this two-year period, and the public school enrollment increased 22 per cent.

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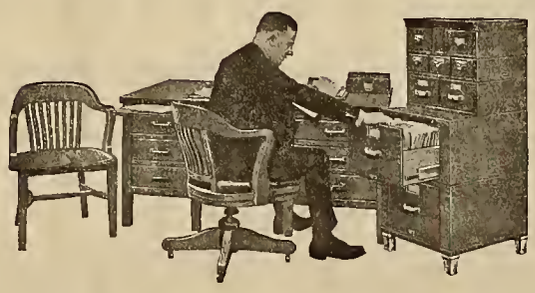

Charged with the myriad of responsibilities belonging to the administration of his office, the high or elementary school principal has little time and little need for a complicated system of filing. A simple plan, easy to file into, easy to unfile, wins his favor. Such is the Library Bureau Direct Alphabetic Index. Send for free catalog.

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COUNTY FREE LIBRARY DEPARTMENT

May Dexter Henshall

The Ninth District of the California Library Association met at Oroville on November 21. This district comprises Butte, Colusa, Glenn, Shasta, Siskiyou, Sutter, Tehama, Trinity and Yuba counties.

Miss Blanche Chalfant county librarian of Butte county, is president and Mrs. Edith Simons, librarian of Oroville public library, is secretary of the Ninth District. They and many local friends of the libraries again emphasized the hospitality for which Oroville is famed. Even the school band added its quota to the entertainment of the visiting librarians.

There was a large attendance and the meeting was a most interesting one. Greetings to the convention were extended by Mr. C. E. Porter, a member of the board of supervisors of Butte county. The principal speaker of the day was Miss Cornelia D. Provines, county librarian of Sacramento county, who spoke most entertainingly on the subject of "The Negro in the Fine Arts."

Miss Mabel Whitmore of the Chico State Teachers College gave a delightful talk on "Art Appreciation." Library subjects were discussed in a very helpful and informal way.

A meeting of the Second District of the California Library Association was held in Oakland, November 7, 1925, at the Business and Professional Women's Club House, which was erected by the members of the club. The auditorium with its colorful draperies and open fire and the hall where luncheon was served at prettily set tables were ideal for the occasion.

Miss Jean Baird, of the Alameda county library, is president of the Second District and Miss Edna Holroyd, county librarian of San Mateo county library, is secretary. They had arranged a most interesting program.

Mr. John F. Mullins, supervisor of Alameda county, who was to have spoken on the subject of county institutions, was ill and unable to deliver his address.

"Adult Education" was the subject presented by Milton J. Ferguson, state librarian. He told of the work of the education board of the American Library Association. He spoke also of having seen at first hand the work Miss Essae M. Culver is doing in Louisiana. An endeavor is being made to teach the public the necessity for spending more money for educational purposes. The library commission abandoning its first plan to have traveling libraries, is to help in each parish where a library is organized by giving a certain number of books, as was done in California. Announcement was made of the appointment of Miss Mary Harris of the Fresno County Free Library to be Miss Culver's assistant. On the subject of adult education, Mr. Ferguson said, further, that the union between school and library is not yet sufficiently close for effective work, and not enough money is spent for the support of libraries. Libraries must prepare for the work of educating the adult by securing contact with the individual while he is in school. The Carnegie Corporation has granted the American Library Association money for investigation of the connection between adult education and the public library. A commission has been making the investigation and publishing a little paper to stimulate interest in work of this sort and to give information about it. A conference was called in Cleveland in October, the subject under discussion was adult education, and Mr. Ferguson spoke of the rather significant fact that but two or three librarians were present, an indication that there is still no very general realization of the important part libraries must play in the work. The American Library Association's Reading with a Purpose lists were mentioned by Mr. Ferguson as the best now available, their brevity a recommendation. Mr. Ferguson ended by defining adult education as something carried on through the desire of the individual himself, who must be taught that the best assistance he can have will be given him by the library.

Chaplain Howard of the Seaman's Institute introduced the speakers of the afternoon. Miss Vivian MacKenzie, whose subject was "Hospital Libraries for Ex-Service Men and Women," told how the work is conducted by the Veterans' Bureau Organization, which is under the Treasury Department. She spoke of the work in the U. S. Veterans' Bureau Hospital at Livermore, which is very new and hardly organized.

Miss Cornelia D. Provines, Sacramento county librarian, gave an inspiring talk on the work of the Sacramento county library with the Folsom state prison. A brief history of the work was given and the way in which the demand for this form of library service grew from within the prison was pointed out. Miss Provines gave a vivid picture of this little prison world with its groups of thinkers such as are found in the outside world and its leaders of good and evil forces. Four hundred of these men are served by the county library.

The annual reports of the California county librarians for the year ending June 30, 1925, show that 2404 school districts out of 2836 school districts in the forty-two counties having county libraries are receiving county library service. This service varies according to the resources of the individual county libraries. Most of them receive supplementary books for home reading, reference books, magazines, maps, globes, charts, stereographs and educational music records.

The following letter of recent date from a high school principal shows a fine spirit of cooperation and appreciation of county library service:

"This ends my sixth year of having my school belong to the county library system; every year has been an eye-opener to me. I marvel at the service we get for NOTHING, it seems to me: but this year has opened my eyes so far that I do not think they will go back to position.

"The head of the high school department of the county library has been a wonder to us in the service rendered to our school. I have such a feeling of confidence in the service that in sending in this list of books and magazines, I almost feel as if I were shifting some of the responsibility that really belongs to me.

"Our satisfaction is so complete that last night the Board of Education signed an agreement to vote $700 to this service for 1925-26. I think this as fine a recommendation as any one could give when we are trying in every way to cut our budget for next year, due to the financial situation.

"We wish to thank you and your coworkers for a very superior service."

The following are a few statistics compiled from the annual reports of the city librarians and county librarians of California for the year ending June 30, 1925:

Total income of city and county libraries	$4,015,049.67
Total books of city and county libraries	7,108,637.00
Branches of city libraries	417
Branches of county libraries (2404 school branches)	4,121
Total circulation for 1924-25:	
City, county and state libraries	25,317,786
City	18,511,530
County	6,729,437
State (general)	44,696
State (blind)	32,123
Total	25,317,786

Miss Lenala Martin, county librarian of Lassen county, has for three years acted as leader of art classes for county library borrowers who are interested in the subject. She writes: "I feel that these classes are concrete examples of the need and desire for adult education. It just happens that the need here is being satisfied through the study club rather than through reading lists and other methods. Nevertheless, we feel the work is purely along the lines of adult education.

"It seems to me that the most gratifying thing about the art classes is the way the individual members enjoy art exhibits. Several have been to San Francisco and have seen the Walker collection. They all said, 'The exhibit was wonderful and you have no idea how much more we enjoyed the pictures since having taken the art courses.'"

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The following data gives briefly the history of the three art classes. The third class consists mostly of teachers and meets every Thursday evening in the home of one of the members.

Statistics of the Art Classes of Lassen County

Class	Beginning date	No. entering	No. now in class Fall of 1925
1st	Oct., 1923	10	7
2nd	Sept., 1924	16	11
3rd	Nov., 1925	10	10

6 members left town and 2 dropped out.

Artists studied, 339 (includes all classes).

Books circulated, 773 (all non-fiction. Three-fourths borrowed from state library).

Number of meetings, 112.

Number of pictures forrowed from state library, 294.

Art programs given by art classes, 6.

Art exhibits held at library, 6.

All members are making a note book which is illustrated by copies of great masters studied.

All classes, besides studying the history of art, are studying the art appreciation courses given by the University of California. Two classes have finished the first course and are on the second and the third class is on the first course."

Library Notes

Miss Elizabeth Eubanks, who has been employed in the Berkeley library for the past five years, has been appointed city librarian of Willows. She succeeds Miss Bertha Taylor, who recently resigned to become Amador county librarian. Miss Taylor had built up a fine library system in Willows and both teachers and high school students have found it helpful and practical in their work. Miss Eubanks is the daughter of City Clerk J. C. Eubanks of Berkeley.

Miss Elizabeth Stevens, who was recently appointed to succeed Miss Huntington as librarian of the Santa Clara county free library, had assisted Miss Huntington for seven years in Santa Clara county before becoming county librarian for Tehama county.

NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Tuesday and Wednesday, December 29th and 30th, 1925. For further information apply to Secretary Board of Education, City Hall, San Francisco.

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(Continued from page 14, column 3)

To conclude the observance of milk week, we had a milk bottle parade. Each child was dressed as a milk bottle. The costumes were made from white paper, each cap being provided with a straw. We marched through all of the rooms and sang our milk songs.

The children were very much interested in the project and, for weeks afterward, they talked about the milk fairies and asked to sing the songs. We feel that the project was not only beneficial to the kindergarten children, but also to the older children and the parents.

* * *

One of the articles in Kindergarten Activities is "Typical Activities of a Pasadena Kindergarten," by Rose Teweles, an exchange teacher in one of the schools.

In the bibliography under "Plays and Games," "A Study of the Kindergarten Problem in the Public Kindergarten of Santa Barbara, California" is included.

A book of a similar kind which was compiled also by Margaret Canty is "Projects and Games in the Primary Grades." This work was done for the schools of Milwaukee and is as valuable for the primary grades as is the former book for the kindergarten. It was, however, compiled in 1922.

Milton C. Potter is superintendent of the Milwaukee schools where this constructive program has developed and been put into practice.

EDUCATORS HEAR OF WESTERN LITERATURE

(Palo Alto Times)

Intimate character sketches of several famous writers of western literature were given November 24 in the Palo Alto Union High School auditorium by Harr Wagner, editor of the "Western Journal of Education," in a short address presented to high school teachers attending the county Teachers' Institute meeting.

Mr. Wagner defined western literature as "the literature of people born or reborn in the West. None of us have appreciated what has been done in a literary way west of the Rockies," he continued. "We often go far afield for our writing, when we have right here such an opportunity as is found no where else."

The speaker then proceeded to prove his statement by telling of the lives and writings of such men as Mark Twain, Bret Harte and Joaquin Miller. He dwelt especially on the often misunderstood but wonderful character of the poet, Miller.

"One of the chief characteristics of the man," he stated, "was his exaggeration of the truth in his writings. This is the heart and soul of a writer's success, for one who attempts to create entirely out of the imagination fails.

"Furthermore, poetry to Joaquin Miller was a spontaneous gift; he could not write to order. To him, his accomplishment was not to be considered a financial asset. He was a true poet."

Mr. Wagner then discussed briefly the vocational side of literature. Although there are 1560 writers in California today, so many of our textbooks are either local or written in an involved style that there is a great need of well-written books, he said.

Six Hundred and Twenty-Five Pounds of Potatoes Exchanged for Ginn Music Records

No, Ginn and Company—the schoolbook publishers—have not gone into the potato business, nor do they take potatoes in exchange for the phonograph records which are a part of their course in *Music Appreciation;* but they tell us that the school children like these records which go with the books of the Music Education Series and that Music teachers and supervisors quite generally are recommending that they be purchased as part of the Music equipment.

In California, this purchase is frequently made by the County Librarian, who circulates records just as she does books. In most of the larger cities the purchase is made out of the general funds, but in Ogden, Utah, there is no county librarian to give this service—nor was there provision made in their budget for the purchase out of their general funds.

This fact, however, did not faze the pupils of the Lewis Junior High School whose hearts were set on the possession of the Music Appreciation Records. So, one day the word was passed that all those who wanted to might on the next morning bring to school one of Utah's delectable potatoes, which should be his contribution toward the purchase of the much desired records.

Six hundred and twenty-five pounds of potatoes made their appearance on the morning appointed and were immediately turned into over $15.00 in cash, with which they were able to buy Case V containing twelve double-faced records for "Junior Music"—the book of the Music Education Series prepared especially for junior high schools. With the records come an attractive case convenient for preserving them or for carrying them from building to building.

Three more donation parties given at other schools will bring in enough resources to purchase the entire set of sixty records—an equipment for Music Appreciation of which any group of school children may well be proud.

In these days of free textbooks and free everything for the school children we wonder if there was not at least a little of motivation for Music Appreciation in the potato donation.

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BOOK REVIEWS

THE HEALTH INDEX OF CHILDREN, by Ernest Bryant Hoag: This is the second edition of this practical little volume, which describes symptoms and suggests the remedy Nose, throat, ears, eyes, teeth, all receive attention, as do contagious diseases, nervous disorders, nutritional and general disturbances. Defects of the feet and incorrect posture are described and remedies for the prevention of the same are offered. By studying the diagnostic table which is presented the teacher or parent can determine the trouble with the child and he is then prepared to help the pupil to gain normal habits in order that he may be a healthy adult. The matter of forming right habits is stressed and there is not a symptom discussed except there is a remedy offered for it. Experts will enjoy this book but its great purpose has been to give service to teachers. It is its unqualified success in this field that has convinced the publishers that a second edition would be worth while. The book is illustrated with photographs. (C. F. Weber & Company, 609 Mission street, San Francisco. Price $1.40.)

THE MEASURE OF A BOY. The Spirit in All Boys as It Met the Challenge of Tragedy, Unafraid and Loyal to the Friendship of a Man; a Sequel to "Trust A Boy!" By Walter H. Nichols: Those who followed the adventures of Wesley, Hugh, Warren and Dord on their last adventure in the Great Salt Lake region, those who learned to love and admire the group of clean-minded, brave, adventurous American boys of the West, will welcome another story of the same boys' adventures in the same region. And those who have not read TRUST A BOY will be interested just the same in this new tale and will probably end in reading both books. The author has the art of true understanding in writing of boys and in telling a story. Danger, mystery, adventure, and heroism follow upon the heels of the lads in the story when they search for a friend who must be found to clear his name. California schools and libraries should welcome a book which can be placed on the school library list as required reading, a book which was written by a California school man. (The MacMillan Company. Price $2.00.)

A SHORT HISTORY OF THE AMERICAN PEOPLE, by Robert Granville Caldwell. Volume 1, 1492-1860, with 19 maps: Teachers of American history in the grades, as well as in the high schools and other institutions will find in this volume a background of human interpretation of the facts of American history that should inspire their teachings and raise the lessons to a higher as well as a more interesting level. The book includes data which recent research work has brought to light. The discussion with which the book opens carries one farther back in history than many histories take their readers: "America had certainly been discovered at least twice before Columbus, and very likely several times. But from the point of view of Europe it had not managed to stay discovered. First, at some remote time had come the ancestors of the Indians"—and thus the author sets his stage for the drama of the history of our country to unfold itself. Pen and ink maps aid the reader to clearly visualize each historical step as it is introduced. The second volume of this series is in course of preparation. (G. P. Putnam's Sons. Price $3.75.)

OVER THE HILL STORIES, by Robert Gordon Anderson: Over the hill went Merrybell, Teddyjenks and Baby Dorothy one day when father was writing and mother was sleeping on the sun-porch. They went to a land where the lady bugs, the ducks and the cuckoos talked. These adventures in make-believe land are full of the charm of imagination and humor. The illustrations by Nina Ralston Jordan add a delightful touch that is thoroughly in keeping with the spirit of the adventures that lay over the hill. (G. P. Putnam's Sons. Price $2.00.)

AMERICA'S MESSAGE, edited by Will C. Wood, Alice Cecilia Cooper and Frederick A. Rice: With view to the interests of the modern boy and girl this collection of essays, biography, short stories and poetry has been edited for use in the freshman and sophomore years in high school. The divisions of the material are: The Stars and Stripes; Odessy of the Pioneer; Land of Opportunity; Day's Work; American Ideals. Study helps and reading lists are included. The material is well-chosen and has an inspirational quality that adds greatly to the fundamental qualities which the selections possess. (Ginn and Company. Price $1.20.)

MUSIC AND YOUTH: which claims to be the first music magazine for young people in America, has just issued its second number. The magazine has abundant material for class room use in music as well as much interesting and suggestive reading. Stories of great musicians can be correlated with music, reading and even geography and history. Musical plays, puzzles and other practical material are included in this Christmas number. The origin of some of the Christmas music which we are inclined to take for granted, is explained. (Arlington House, 16 Arlington street, Boston, Mass.)

MIGHTY MEN FROM ACHILLES TO JULIUS CAESAR and MIGHTY MEN FROM BEOWULF TO WILLIAM THE CONQUEROR, by Eleanor Farjeon; two volumes: These stories are alive with the glory of all that history, poetry and legend can bring to an oft-repeated tale for the author says: "It is better to captivate a child's fancy than to teach his mind. Once he has come to believe in Hannibal and Xerxes as he does in Puss In Boots, he will delight in any further facts about them.—If the legends are not the very tree of history, they are the birds that sing in the tree, and will go on building nests there, year after year, till the tree itself is dead." Story-charm in the first hearing of these heroic tales is one of the first requisites and surely the style of this collection will give a glow and awaken interest for further study. (D. Appleton & Company. Price $1.00 each.)

THE BOY AND HIS FUTURE, by Nicholas Riccardi, commissioner of vocational education in California: How to get a boy started down the right path in life is one of the great problems of the parent and teacher—and though he may not realize it, it is a problem of the boy himself. Starting boys right and training them for their life work is illustrated in this book by concrete examples. Index charts of questions, the answering of which will give an insight into the character and tendencies of the boys, are included. The book is probably an approach which has not been dreamed of by many parents and teachers and its place should be one that is accessible for reference and guidance. (D. Appleton and Company. Price $1.25.)

THE BROWNIES' HEALTH BOOK, A Supplementary Reader for the Second School Year, by Nathalie Forbes Moulton: Did it ever occur to you that A Dillar A Dollar was always late to school because he did not have enough sleep? Or that Jack-A-Spandy ate too much plum cake and sugar candy and it was not healthy for him? Or that Little Jack Horner must have had dirty hands if he "put in his thumb to pull out a plum?" Or that the crowded condition of the family of the Old Woman Who Lived in a Shoe, was not a healthy condition? Or that Humpty Dumpty just dreamed that he was an egg and fell off the wall, and he had bad dreams because he did not eat the right kind of food? Well, here is the book that explains all these mysterious facts and the best of it is that a solution is offered by the healthy and knowing Brownies, who jump right into Mother Goose Village and teach good health habits. What child will not enjoy learning how to care for the body in such a new and fascinating manner? (Little, Brown and Company. Price $.75.)

A SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE, edited by Harry Morgan Ayres: This volume, prepared by an associate professor of English, Columbia University, is especially adapted to school needs. Careful study of the needs of each grade and a review of abridgements offered for school use resulted in this compact, up-to-date and interesting book—for the book really looks interesting. (Silver, Burdett and Company.)

VICTOR HUGO'S LES MISERABLES, An Adaptation by Ettie Lee, Assistant Supervisor of the Los Angeles City Evening Schools and Instructor in Sociology, University of Southern California: Ninety-five pages of Les Miserables in place of several volumes is quite a change in the order of things, but it gives one the thrill that modern educators enjoy for now behold the numbers of students who will attack that great piece of literature and perhaps read the real books later. And these same readers perhaps might otherwise never read the story nor recognize any reference to it. The compiler has opened a door that leads to culture and joy to all who will enter. The adaption is suitable for upper elementary grades (Boni & Liveright, Inc.)

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TEACHERS' INSTITUTES

Merced and Mariposa Counties

The teachers of Merced and Mariposa counties assembled at Merced, November 23, 24 and 25, in joint institute. An exceptionally fine program had been arranged by Superintendents T. B. Price of Mariposa and C. S. Weaver of Merced. Among the speakers were F. P. Woellner, Southern Branch of U. of C.; Cora Mell Patten of the Cumnock School of Expression; Macy Campbell, Iowa State Teachers' College; Walter F. Dexter, Whittier College; Mrs. Lily Whitaker, Berkeley, and William John Cooper, city supervisor of Fresno. The resolutions committee presented a measure requesting a state course of study for the elementary and intermediate grades. The Mariposa committee advised a county organization of teachers and earnestly urged the school as a social center.

Santa Clara County

A one-day session of the three-day institute held by the educators of Santa Clara county recently was held at Palo Alto, which was a departure from the ordinary rule of holding institutes at the county seat. In Palo Alto, Stanford University cooperated in adding value and interest to the programs. Some of the speakers at the institute were: David Starr Jordan, chancellor emeritus of Stanford University; Edward Hulme of Stanford's history department; A. C. Barker, city superintendent of Palo Alto schools; George J. Pierce of the Stanford botany department; Harr Wagner, editor of the Western Journal of Education and author of "Pacific History Stories;" Dr. Tully C. Knoles, president of the College of the Pacific; Walter [illegible] Bachrodt, city superintendent of San Jose schools; H. B. Wilson, city superintendent of Berkeley schools; Mamie B. Lang, commissioner of elementary education; Ethel Swain of the University of California Extension Service, and others. J. E. Hancock, county superintendent of schools, and Walter H. Nichols, principal of the Palo Alto high school, presided at several of the meetings. The following resolution was adopted concerning the state adoption of texts:

"That the institute go on record as favoring the policy of Miss Mamie B. Lang, commissioner of elementary education of textbooks being adopted only after having been tried out by the teachers in schools to be designated by the commissioner, and that a copy of this resolution be transmitted to the State Board of Education and the commissioner of elementary education of the state of California."

Stanislaus County

Dr. Chas. LeRoy Lowman, prominent orthopedic surgeon of Los Angeles and head of the Orthopedic School, spoke before the Teachers' Institute in Modesto last month when A. G. Elmore, county superintendent of schools, had called the session. Dr. Lowman emphasized the fact that the majority of our children need some remedial work to overcome postural defects and organic weaknesses which sooner or later affect their health.

All students of child life recognize the years two to seven as the neglected age when the growth needs, both organic and skeletel, are greatest. Yet this is the age when we have the fewest trained workers, the most meager equipment, and the least attention given.

He also states that of the skeletel defects 50 per cent have spinal faults, 80-90 per cent round or twisted shoulders, 50-75 per cent have short leg, knock knees, bow legs or hyper-extended knees, 80-90 per cent have pronated or flat feet. There is also much organic inadequacy, such as unstable nervous systems, weak hearts, lungs affected by poor posture, and faulty elimination.

According to Dr. Lowman, it is not true that children will outgrow these defects. They can be overcome by proper care, such as rest and use of remedial exercises in the sitting and lying positions. Plays and games of the right sort and properly supervised, may in themselves become remedial exercises.

Other speakers at the Stanislaus County Institute were: Ethel Richardson, assistant superintendent of California schools, in charge of Americanization; Horace L. Hoch of Modesto Junior College; C. L. Overman; C. E. Persinger and Miss Frances Tyrell of the Junior College.

Kern County

In Kern county, where L. E. Chenoweth is county superintendent of schools, Roland Case Ross, author, naturalist, lecturer, was one of the institute speakers. Others were: George C. Kyte, assistant director of curriculum study; Walter F. Dexter, president of Whittier College.

Kings County

Nearly 200 teachers assembled in Hanford for the Teachers' Institute, Thanksgiving week. Miss M. L. Richmond is county superintendent of schools. Some of the lecturers on the program included: Paul Fletcher Cadman of the University of California; Walter F. Dexter, president of Whittier College; F. H. Swift of the University of California, and Miss Oba C. Algo, supervisor of reading in Fresno county, who gave a lecture on teaching reading.

FORMER STATE SCHOOL MAN TELLS INCIDENTS OF THE WHITE HOUSE

Thomas P. Brown, former high school principal and a member of the state school staff under the late Edward Hyatt, superintendent of public instruction, spoke before Miss Cecile Clarke's high school history class in Eureka recently. He said in part:

"Along with your books and your classes you must form early the habit of reading the newspapers. That merely means that you are keeping yourselves informed on what is going on. When Taft, himself the owner of a newspaper, became President, he said, after a few months in the White House, "I find I have to read the newspapers."

In speaking on the Presidents of recent years he told this incident of President Harding's administration. "When Harding was in the White House, a visitor to Washington asked Representative Foster of Ohio to introduce him to the President. The next day the visitor and Representative Foster were in the line which passed by President Harding to shake hands with him. After Representative Foster and the visitor left the White House, Mr. Foster said to his guest:

"Well, what do you think of our President?"

"Upon my word!" the man exclaimed, "Did I meet the President?"

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TO ISSUE CONVENTION NEWSPAPER

Plans have been made to issue a convention newspaper covering the meeting of the Department of Superintendents in Washington next February. This paper will be issued on Tuesday, Wednesday and Thursday of convention week. It will give brief summaries of the speeches and the high spots of this all-important educational meeting.

The purpose of this newspaper is to provide those who attend the meeting with summaries that may be used for reporting to home school and to provide those who do not attend with an opportunity to have the facts of the convention, immediately following the meeting, while it is news.

To secure copies of this newspaper write W. C. Blakey, 1123 Broadway, New York City.

An Important Merger

Teachers and school executives throughout the country will be interested in the statement just issued announcing the merger of Our World Weekly, of New York, with The World Review, of Chicago. Both of these magazines have been catering to the demand for a simplified review of current events and current thought, for use as a textbook and supplementary reader in English and Social Science classes. The publisher of the New York paper, Herbert S. Houston, was for many years associated with the late Walter H. Page as vice-president of Doubleday, Page & Co., and several years ago started his own magazine, Our World, which last year was combined with Our World Weekly. The World Review was recently established in Chicago as a weekly magazine of special service to the schools, and has achieved a phenomenal success. High schools and upper grades in every State in the Union are now using The World Review as a classroom text or for supplementary reading. The combined publications will be known as "The World Review," and the principal offices will remain in Chicago. Herbert Askwith, formerly of the English Department of Harvard University, and for several years publication director of The Independent, is editor of The World Review.

Announcing

A NEW EDITION OF

The Health Index of Children

By Ernest Bryant Hoag, M. D.

Many California educators will remember the first edition of "The Health Index of Children" by the late Dr. Hoag, several years ago. A continued demand from the educational public throughout the United States for this popular work on juvenile hygiene impelled Dr. Hoag to prepare a new edition, which was completed shortly before his untimely death. This new edition is now just from the press and ready for delivery.

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Just now we are revelling in the largest establishment in America that makes school globes, but the greatest fascination has been in knowing of the evolution of a perfect blackboard.

It is scarcely a hundred years since a Vermont schoolmaster used the first blackboard in an American school room. Today blackboards are almost as indispensable as windows, and their use rivals that of pencils and pads.

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At Chicago Heights, Illinois, the Weber Costello Company have been making good blackboards in vast amounts for forty years, but this new challenge stirred all their inventive genius, aroused their professional pride, stimulated their commercial aspirations, and it is thrilling to see the various experiments in physics, chemistry and mechanics which have eventuated in their Sterling Lifelong Blackboard.